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ABSTRACT

Project 2 of the GUME research project on foreign language teaching methods considers whether the structures "some" and "any," and their combinations in English, are best taught by adherence to the habit-formation (implicit) theory or by adherence to the cognitive-code learning (explicit) theory. The experiment also investigates the effectiveness of using explicit English or explicit Swedish for the explanations. Details on project design, selection of the 13- and 14-year-old subjects, teaching material, and evaluation are presented here, and the results of the statistical analysis are discussed. The superiority of one teaching method over another is not proven. There are no statistical differences between the teaching strategies as they are defined. The lack of significant results seems to indicate a procedure akin to one suggested by W. Rivers, where she advocates that the student should be made aware of the crucial element in the new pattern. A bibliography is included, and appendixes provide detailed information on the grammar lessons and tests. Related documents can be found through the following reference numbers: Project 1, ED 034 172; Project 3, FL 002 819; Project 4, ED 045 969; Project 5, FL 002 814; Adult Project, FL 002 868; statistical synopsis of Projects 1-3, FL 002 816. (Author/VM)

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GUME-projektet: Rapport 2

IMPLICIT AND EXPLICIT

An Experiment in Applied Psycholinguistics, Assessing Different Methods in Teaching Grammatical Structures in English as a Foreign Language

by

Ingvar Carlsson

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PREFACE

This study is the report of an experiment, which attempts to elucidate the role of analysis and explanations as compared to the method sometimes defined as "mimicry-mechanization".

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I am indebted to Skolförlaget Gävle for permission to use and adapt material from the "This Way" series of schoolbooks and especially, to Mr Michael Walker who has written a large part of the texts.

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INTRODUCTION

The present thesis is a report of the second part of a first-year study, called the Gume-project (Göteborg, UndervisningsMetod Engelska). The general aim of the project is to investigate the relative effectiveness of three different methods in teaching selected grammatical structures to pupils in class 7. The specific aim of sub-project 2 is the teaching of some and any and their combinations. The project is planned to continue for another year modified or altered following the results and experience of the present investigation.

1. PROJECT DESIGN

Methods

In all essentials and as regards design and procedure, sub-project 2 corresponds exactly to sub-project 1, which deals with the do- construction. What follows now is merely a brief description. For further details reference should be made to the thesis by Torsten Lindblad, in particular the chapter called Common Gume Procedure. (Cf. Lindblad, 1969, pp 31-39)

A starting-point for the investigation (see also Lindblad p 6) was the phrasing of the directions in the Authorized Curriculum for Swedish Schools (Läroplan för Grundskolan, 1962) for the learning of grammar. On page 198 is says that "in some cases it might be helpful or practical to give the pupils an explanation or a rule." (My translation) The aim of sub-project 2 is then to find out whether some/any is such a case. The investigation is not concerned with explanations in general but with explanations of the some/any dichotomy. The investigation is further restricted to class 7 in Swedish schools, which means that we are dealing with pupils aged 13 and 14.

To establish the hypothetical value of explanations we used three method variants, viz. the Im variant where Im stands for Implicit, the Ee variant, where Ee stands for Explicit English and the Es variant where Es stands for Explicit Swedish. The last variant involves not only explanations in Swedish but also comparisons with Swedish usage. It is thus contrastive and relies on the hypothesis that comparisons with the mother tongue are a help and not a hindrance.

Recorded Lessons

In an experiment of this kind it is essential to eliminate the teacher variable. To this end all the lessons were recorded on tape and the lessons were given by an assistant who started the tape and handed out the booklets containing the lesson material. The teacher was present as an observer and the guardian of law and order in the classroom. Another important aspect of the project was the use of audio-active headsets (cf. Lindblad pp 37-39). This device was employed to ensure concentration and activity. Even if this was achieved in some measure it must be pointed out that the earphones also caused a great deal of trouble. On the whole, however, they seemed to work better in sub-project 2 mainly because the assistants were acquainted with their particular idiosyncracies.

Extension in Time

The lessons proper consisted of six periods of about 30 minutes´ duration. To these were added one lesson to explain and practise the operation of the headsets and five lessons for testing purposes. All in all 13 lessons were used, which means roughly four weeks´ work. Sub-project 2 started in early November (week 46) and was finished in early December (week 49) with the exception of the re-test which was given in January, immediately after the Christmas holidays. (Cf. Lindblad p 35, fig 2).

2. POPULATION

Selection

In analogy with sub-project 1, 18 classes were required. Six of these were to be in the easier stream, called "allmän kurs" (henceforth called ak). The rest were to belong to the more difficult stream called "särskild kurs" (sk). If these various classes are evenly distributed according to our three method variants, we get the following pattern:

	Im	Ea	Es	
sk	4	4	4	= 12
ak	2	2	2	= 6
				18 classes

The 18 classes were selected from schools in the northern and eastern areas of Gothenburg. The selection was made principally at random, but, as it turned out, the number of classes that we could use turned out to be very limited for the simple reason that in a large number of schools all class 7´s have English at the same time. As we only possessed three sets of earphones this posed quite formidable problems. Theoretically, it would have been preferable to use three classes at each school. This would have limited the number of schools and meant less travelling. This was possible with one school only in sub-project 2. So, instead of using six schools we hade to use eleven, which meant a great deal of running about. In some cases the assistants were unable to keep to time and the pupils had to work longer accordingly. Needless to say, this caused some irritation.

Number of Pupils

A pupil was included in the statistical processing only if he had been present for at least five lessons and had taken two of the progress tests. This meant that out of 371 pupils who did the pre-test only 318 could be regarded as participants. The amount of missing data is thus considerable. The following table shows the total number of pupils and how they were distributed according to sex, course and method.

Table 1: Number of Pupils in the Project According to Sex, Course and Method

		Im	Ee	Es	Total
sk	boys	45	39	34	118
	girls	33	45	34	112
	total	78	84	68	230
ak	boys	25	17	9	51
	girls	8	17	12	37
	total	33	34	21	88

	sk	ak	Total
boys	118	51	169
girls	112	37	149
total	230	88	318

The distribution according to method is not only interesting but important. Here the pupils ought to be evenly distributed. As can be seen this is not the case. The Es variant has 22 pupils less than the Im variant and 29 less than the Ee variant.

Grades and IQ

The next step was to collect evidence that our 318 pupils constituted a fairly normal group. In order to do this their grades from class 6 in English, Swedish and Mathematics were obtained from the headmasters' offices. The results are given in the following table.

Table 2: Means and Standard Deviations for Grades in English, Swedish and Mathematics

	Total mean	Standard Deviation	sk		ak		boys		girls	
			Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
English	3.18	1.20	3.54	0.87	2.23	0.72	2.99	0.99	3.39	1.01
Swedish	3.20	0.93	3.51	0.81	2.37	0.67	2.97	0.91	3.46	0.88
Maths	3.15	1.04	3.47	0.94	2.31	0.78	3.09	1.06	3.22	1.01

The theoretical total mean for each subject is 3.0 but the real mean is slightly above this. The table also confirms the general impression that girls tend to gain higher marks than boys. An IQ test was given to get further information about the quality of the group. It consisted of three different parts but in the following only the total is given.

Table 3: Means and Standard Deviations for the Intelligence Test

	Mean	S.D.	sk		ak		boys		girls	
			Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
IQ test total	49.73	10.00	52.85	9.00	41.60	7.67	49.48	9.65	50.01	10.41

The IQ test was standardized so as to give a mean of 50 and a standard deviation of 10. The table shows that our pupils scored as close as can be expected and it thus seems reasonable to conclude that our group was quite normal. Quite apart from the project the IQ distribution in sk and ak is worth mentioning. In the following figures the IQ distribution is represented first in percentages and then according to the number of pupils. The IQ scores vary between 28 and 74. In the figures below the class interval is 5 points. The overlap between the courses corresponds exactly to that found by Lindblad. (see pages 43-45)

Figure 1: Distribution of Pupils in ak and sk according to IQ in Per Cent per Course

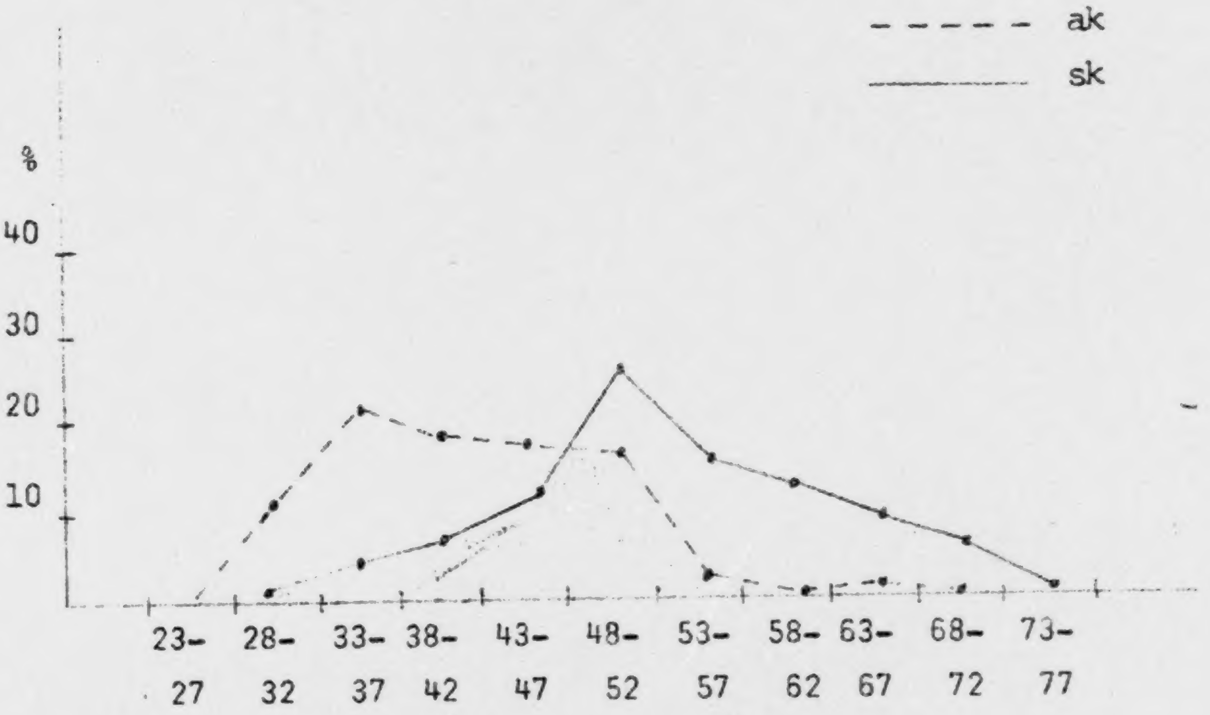
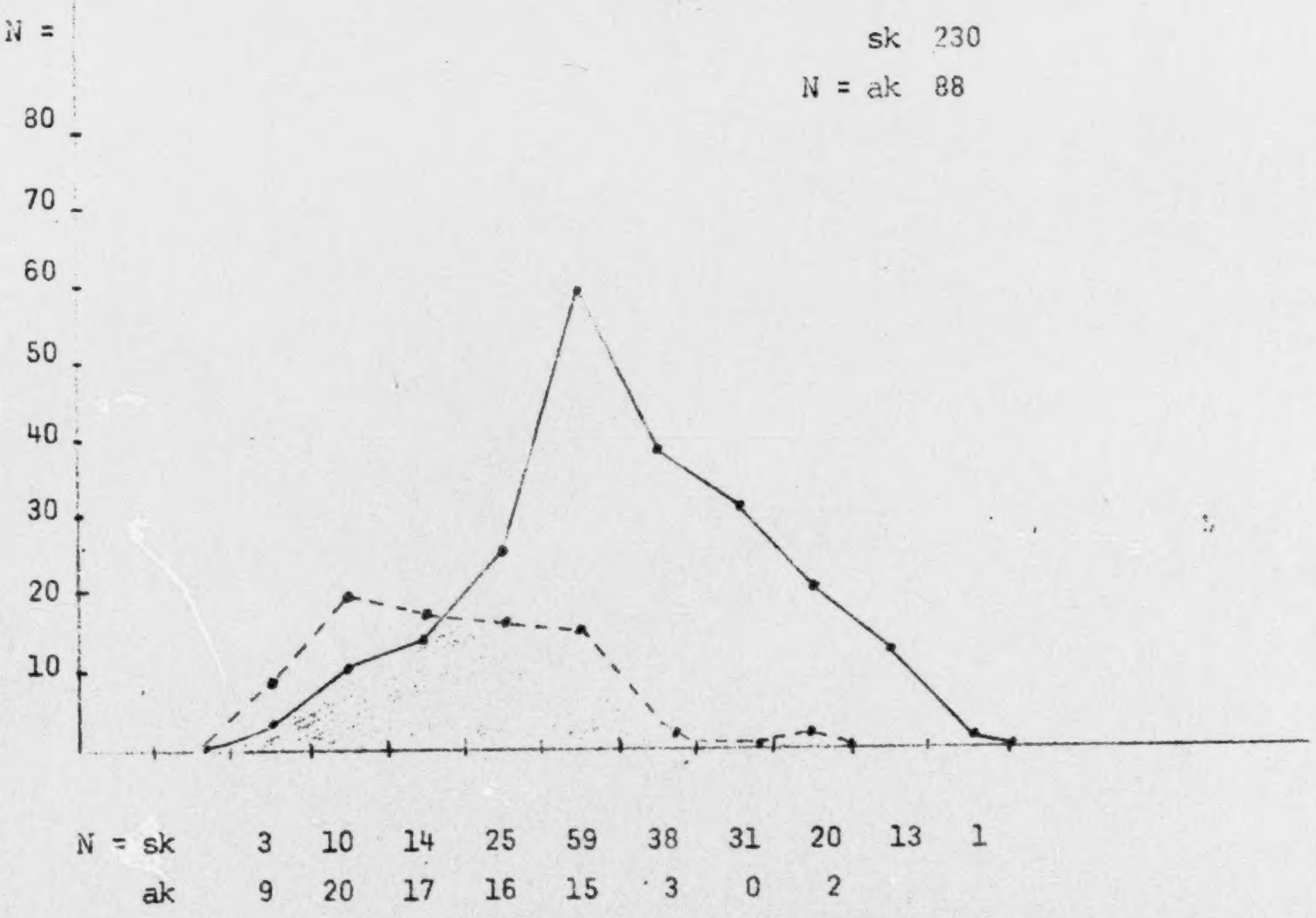


Figure 2: Distribution of Pupils in ak and sk according to IQ in number of Pupils



Social group

An attempt was made to establish the social group of the pupils by collecting information about the occupation of their parents and the result can be seen in the following table. For the pupils in column 0, a social group has not been established.

Table 4: Number of Pupils from Different Social Groups

	Social group			
	1	2	3	0
sk per cent	27 14.4%	70 37.4%	90 48.2%	43
ak per cent	1 1.3%	18 24.4%	54 74%	15
boys per cent	10 7.6%	49 37.1%	73 55.3%	37
girls per cent	18 14.0%	39 30.5%	71 55.5%	21
total per cent	28 10.8%	88 33.8%	144 55.4%	58

The distribution of pupils according to social group was based on a hierarchical description of professions and occupations from 1958. (1958 års Valstatistik) The criteria used in this publication are, of course, to some extent arbitrary or even inconsistent, but it is the only source available for this kind of data. For the purposes of the Gume-project it is important to have some sort of evidence that the selection of pupils was not unduly biased. The overall distribution in table 4 was, therefore, checked against a more recent publication (Andrakammarvalet i Göteborg, 1968). Here we find the following distribution which should be compared with the total percentages in table 4.

Social group		
1	2	3
8.2%	38.4%	53.4%

It seems fair to conclude that with regard to intelligence, grades and social group the pupils in the experiment represent a normal cross-section of the population as a whole.

3. THE TEACHING MATERIAL

The teaching material can be divided into three main groups; oral drills, texts and written exercises. The proportions of speaking, reading and writing vary a little between individual lessons, but regarding the material as a whole, it will be noticed that considerable stress is put on oral drills. This strategy has been followed partly because skill in speaking is so emphasized in the Authorized Curriculum for Swedish Schools and partly because the overall teaching procedure and the activated headsets, in particular, seemed to invite the extensive use of oral drills. On the other hand it should be noted that drilling can be killing. With pre-recorded material it is extremely difficult to determine the optimal dose with regard to oral drills. If these are carried on relentlessly and if the student does not experience success, the effect can be negative and the result is fatigue and boredom (Cf. Rivers 1964). The introduction of texts and written work is calculated among other things to counteract or at least mitigate these undesirable effects. From this point of view these two features might be regarded as "time-out" for the students, short periods during which they can read, write or just listen.

Oral Drills

The structure drills aim to practise all the significant distributions of some and any and to ensure constant repetition. The oral drills proper consist of a question (stimulus) and the pupil´s answer (response). As regards the oral work it is important to note a deviation from normal classroom procedure. In the classroom a drill is generally introduced by the teacher and submitted to the pupils for preliminary exercise (introductory stage). After an interval the same drill is taken up again for revision and overlearning. In this second stage the aim is to establish an automatic or clean unfaltering response (Cf. Palmer 1954, p 21). The pupils should then be able to manipulate the drill without the help of any written pattern which means that the 'structure' should be well memorized. The procedure outlined above has not been adhered to in sub-project 2, because, first of all, it was considered difficult or alien to the project to let the pupils work on their own and secondly because one of the by-products of the investigation was material production. Considerable effort has, therefore, been expended on producing a variety of drills. Consequently, drills have not been repeated in exactly the same form and this has necessitated some sort of visual aid, which, in this case means that the pupils have had the pattern in front of them during the entire exercise. Most drills in this project have been similar in one respect, which is that they have practised one specific feature e.g. one drill has been written to illustrate the use of some in one particular context and the pupils have used some all through the exercise. This inevitably means pure imitation and also monotony and therefore these "parrot drills" - although necessary at one stage - cannot be regarded as very powerful. "The frequency with which an item is practiced per se is not so crucial as the frequency with which it is contrasted with other items with which it may be confused". (Cf. Carroll 1966, p 104) What the writer of drills is anxious to achieve is what might be termed the contrastive drill, where the pupil is called upon to use his built-in grammatical knowledge and to select the relevant item for his answer. These checking-up drills do not normally prove insoluble and with the do-construction for example, they are tackled as a matter of course. But the combination some/any is an altogether different matter and a practical method for checking the distribution of some/any orally has not been found. It has, therefore, been necessary to do the checking by means of the exercises for writing which will be discussed later.

Outline of Oral Drills. The oral drills are designed to establish a pattern. It is generally considered that the establishing of a pattern requires between 6 and 10 items, question and answer being regarded as one item (Cf. Stack 1960). In sub-project 2 all the pattern drills meet this requirement. What happens in this project is that the pupils listen to two examples. They are then expected to be able to understand the exercise and answer on their own. Most drills are so-called four-phase drills (question - pupil´s answer - correct answer - pupil´s repetition of the correct answer). In some cases a number of stereotyped dialogues have been converted into drills by simply letting the pupils act one of the parts. In all these instances the pupils have listened to the conversation first, before they have been invited to take part. These dialogue drills have all been of the three-phase type i.e. the pupils have not been given time to repeat the right answer (for example see lesson 3, exercise A p 1-2). This is on the assumption that repetition would be too tedious and time-consuming.

Oral Drills for Im and Ee/Es. It is important to note the difference between the Im and Ee/Es variants with regard to oral work. The time for explanations in the Ee/Es groups is to a great extent taken from oral drills. The explanations or analyses are thus given at the expense of oral practice. The table on the next page shows the relationship between two teaching variants with regard to oral drills. The time is given in minutes.

Table 5: The Difference Between Im and Ee/Es with regard to Oral Drills

Lesson	Im	Ee/Es
1	18	10
2	10.45	6.30
3	21.45	15.00
4	17.35	12.05
5	17.10	12.30
6	15.15	6.15

Texts

With one **exception** (lesson 5), the texts are identical for both implicit and explicit groups. This procedure has been adhered to quite strictly since it was felt that a teacher-led exercise, involving production and participation would be more powerful than the mere reading of a text, where the student in the implicit group at least would have been left entirely to his own devices. This is particularly true of the Gume procedure where the student has no chance to ask questions and where there has been no attempt at close reading, followed by detailed questioning. This is a significant deviation from prevalent classroom procedure, but it has been made - I think necessarily - because this in itself highly valuable approach requires the presence of a teacher to be really stimulating and rewarding. The texts, then, are regarded not so much as exercises but rather as a method of introducing and revising the characteristic distributions of some and any. In this respect the texts are of vital importance.

Criteria for the texts. Ideally the texts to be included in the material should meet certain requirements:
1/ They should be fairly easy, interesting and deal with everyday situations
2/ They should introduce new grammatical content gradually i.e. they should be carefully structured
3/ Besides the introduction of new grammatical material, the texts should abound in representative examples demonstrating the distributions of some and any, thus providing continual repetition.

With these ideal requirements in mind the most pressing and difficult problem during the preparatory stages of the project was to find suitable texts. None of the current text books used in class 7 in Swedish schools could provide material, which, however is hardly surprising. The teaching of the complex some/any in Swedish schools is spread out over a period of four years or more and no text book treats this problem separately. But this is precisely the aim of sub-project 2. In six lessons the material is designed to provide a comprehensive treatment of some/any. The idea of using existing texts had to be discarded because of this. Furthermore, the use of texts already on the market might give certain classes an unfair advantage.

The only solution, therefore, was to write texts. This was done, partly by Michael Walker B.A., who is responsible for the story about Roger. This story is inserted as a serial in all lessons but one. The remaining texts have been written or adapted by the author.

Written Exercises

The exercises for writing are used to give the pupils the opportunity of checking their knowledge and also to give some variety. The exercises are of two types:

1/ Questions on a text the pupils have read and listened to
2/ A short text or dialogue with the crucial words omitted

All the exercises are meant to be quite easy, because they are based on examples the pupils are acquainted with and so the pupils have been given comparatively little time to complete them. After the interval the right answers are given once, but the pupils are not given enough time for marking on a large scale. This led to a few complaints and it might therefore have been better to have given the correct version twice.

As the exercises for writing also act as the checking exercises they are perhaps particularly important for the Im group. In the Ee/Es groups this role is taken over to a great extent by the explanations. The relationship between written work in the two variants is shown in the table below.

Table 6: The Difference Between Im and Ee/Es with Regard to Written Exercises

Lesson	Im	Ee/Es
1	6	3
2	7.15	2
3	2	-
4	2.40	-
5	6.50	4
6	6.10	-

Definition of the Grammatical Problem

The aim of the six lessons was to teach some/any and their combinations. Thus the aim was stated in very general terms. The immediate problem was therefore to limit the grammatical content and decide what patterns to use in the material, or rather to find out what patterns were most suitable for practising the grammatical functions.

Situational Grammar. Attempts have been made to avoid the practising of grammatical items in isolation. The drills or exercises always start with an introduction which can be of different kinds, a picture, a text or just a few hints that make the situation clear (see Pupils´ Lesson Materials). This device of introducing the exercise is felt to be most important in the implicit variable, where the pupil must draw his own conclusions. The idea is that the pupil will remember the situation where a specific pattern occurred and automatically reproduce the relevant item when the situation demands it. (Cf. Carroll,1966, p 105)

Grammatical Content. The following table is an attempt to show when an important pattern was first introduced. None of the exercises aimed at revision and repetition has been taken into account.

Table 7: Survey of the Grammatical Structures

Lesson	any	some
1	I can´t see any cats Can you see any cats?	I can see some books
2	He hasn´t got any pens, but	he has got some pencils Somebody will answer it
3	There isn´t anybody in the garden Was there anybody in the garden? He hadn´t bought anything He seldom buys anything He went away without telling anybody He left without saying anything	Somebody was here yesterday There is something on the table
4		Would you like some grape-fruit? Why don´t we grill some steak?
5	He speaks better than anybody else Anybody can do it Any colour will do He doesn´t do anything but work	
6	I didn´t read any of them	I read some of them I took some of it Some books are difficult

Comments on table 7. *Lesson 1* is devoted mainly to revision of patterns that the pupils have encountered during the spring term of class 6. *Lesson 2* starts with a repetition of the material dealt with in lesson 1. *Somebody*, *something*, *anybody*, *anything* are introduced. *Lesson 3* lays special stress on *anybody*, *anything* but *somebody* and *something* are also practised. The use of *any* after words like 'seldom' and 'without' is also included. *Lesson 4* attempts to illustrate the use of *some* in questions. *Lesson 5* gives a number of patterns where *any* is used in factual sentences i.e. sentences that are not questions and not negative. *Lesson 6*. The only new item introduced here is meant to illustrate that *some* and *any* can be used before 'of'. It also gives examples of *some* used with stress (e.g. Some people like English and some don´t).

The Relevance of the Grammatical Content. The question immediately arises as to whether the grammatical content is sufficient. To put it differently: Is it relevant to what the pupils are expected to learn in class 7? The Authorized Curriculum for Swedish schools does not give detailed instructions. To get some idea of what the pupils actually read about these matterrs we must therefore study the current textbooks used in Swedish schools. Basing our view on a survey of the workbooks attached to the textbooks, we might conclude that most textbooks concentrate on the 'normal' usage i.e. *any* in negative sentences and in questions and *some* in affirmative sentences. There are virtually no exercises dealing with other aspects of the problem. The material in the text books is roughly covered by the first two lessons in the Gume-material. We may conclude therefore that the teaching material of subproject 2 goes well beyond what the pupils normally encounter of the *some/any* complex.

The Explanations

The Implicit variant is implicit in the extreme. There are no explanations of any kind. The stress is entirely on practice and the reasons for the various exercises are never overtly expressed. The implicit variant is without 'grammar' unless we mean that the ordering and structuring of the various items constitutes the grammar of the language. The hypothesis is that any theorizing, any analysis will serve only to confuse and bewilder the student and thus impede fluency (the audiolingual habit theory, cf. Carroll, 1966).

The other experimental variant relies on the hypothesis that insight is necessary and makes learning more effective and accurate (the cognitive code learning theory, cf. Carroll, 1966). This insight or awareness should be explicit. We should inform the student what we are doing and help him to draw the conclusions, which should be a summary of the patterns that have been practised.

As has been mentioned earlier (p 1) the explicit variant was subdivided so that in one group the explanations or generalizations were given in English (the Ee group). In the other explicit variant the explanations were given in Swedish (the Es group) and the examples were compared with Swedish usage.

The Length of the Explanations. It was desirable, for experimental purposes, to have the explanations as a constant factor of equal length in all the lessons. What was this length to be? From the teaching point of view it was felt that an 'explanation time' of three minutes per lesson would be enough. But for experimental purposes, the variation in the time element was considered far too small for any conclusions to be based on this variation exclusively, especially in a short-term experiment with pupils in their 4th year of English. The time for the explanations was therefore increased to 9 minutes per lesson. The time devoted to explanations or analysis in the Ee and Es groups respectively are shown in the following table.

Table 8: The Length of the Explanations

Lesson	Ee	Es
1	10.40	10.10
2	8.45	8.00
3	10.00	9.00
4	8.20	7.56
5	8.00	8.35
6	10.51	10.35
	56.36	54.10

The total 'explanation time' for all six lessons should be 54 minutes. As can be seen in the table the explanations in English slightly exceed that figure.

Types of Explanations. In most Swedish school grammars the usage of some/any is explained by reference to the sentence types in which they occur. Thus any is used in negative sentences and in questions while some is used in affirmative sentences. Then there are rules for why some is also used in questions and why any is used in statements when the basic meaning is negative, or with the meaning 'vem/vilken/vad/som helst' in Swedish. (Cf. Slettengren-Widén, 1966) To avoid this complexity we preferred to treat some/any as a semantic problem. Any means 'any at all' (någon alls, någon överhuvudtaget, någon som helst), while some has a more specific and restricted meaning (någon viss, någon sorts, somliga). This distinction is hinted at in Löfgren (1950, p 87) and treated more fully and systematically in Ellegård (1969, p 42-45).

With this analysis it is possible to treat the whole complex without the involvement of exceptions. On the other hand, it was not considered prudent to demolish the knowledge the pupils already had. It was therefore repeatedly stated that any has the meaning 'any at all' and that this meaning is particularly common in negative sentences and in questions.

Explanations of a semantic type are comparatively easy to handle in the group where we had recourse to Swedish. In the Ee group we used the helpword 'at all' consistently. A typical direction to the pupils might thus run like this: "Use any in sentences where you can put in 'at all' and where this gives a correct meaning." It is, of course, doubtful whether all the pupils understood this or developed a feeling for it. (Cf. p 35)

Explanations - Exercises in Disguise? Unfortunately, the 9 minutes per lesson stipulated for explanations made these rather verbose and long-drawn-out. Visual aids in the form of grammar sheets were introduced to prevent interest from flagging. These replace the phrases or patterns the teacher normally writes on the board while explaining. For administrative reasons the grammar sheets vary in colour; they are green for the Ee group and red for the Es group, but otherwise they are identical. The sheets usually consist of a few sentences that are discussed and analyzed. There is even some practice in that the pupils are sometimes asked to repeat a sentence pattern. This device might possibly in some little measure obliterate the line between the experimental variants, but all the same it was felt to be absolutely imperative to alleviate the inevitable boredom arising from the lengthy arguments. This device in itself cannot be held to be alien to the explicit methods; nor is this repetition or chorus reading - regarded as an exercise - very powerful.

The quality of the explanations is, of course, essential to the results of the experiment. A poor result for the explicit groups might be explained away by pointing out that the explanations were vague, confused or beyond the capacity of the pupils. The explanations are given in Appendix B.

4. EVALUATION

The teaching period was preceded by a pre-test. Since the pupils had been given no teaching of some/any in class 7, this test might be said to measure their proficiency with regard to this special problem after leaving class 6. The pre-test was given at the beginning of November in 1968. After the teaching period the post-test followed in early December and then a re-test was given after the Christmas holidays. These tests were identical.

Experiments With Various Types of Tests

The First Version. The final version of the test was decided upon after some experiment. The first version was handed out to a number of class 7´s towards the end of the spring term in 1968. The main reason was to find some evidence that the problem *some/any* was really worth investigating. There was considerable doubt about this among most teachers or, to put it more bluntly, the consensus of opinion indicated strongly that *some/any* was not among the chief trouble spots in English. (Cf. Tideholm, 1967)

The test consisted of 50 items. 40 of these were of the fill-in type (two-choice). The remaining 10 items included some translation. The results indicated that most pupils had mastered the elementary difficulty, but that there was a lot of work still to be done. Since they must have learnt a great deal in class 7, this was taken as a sign that the experiment was worth doing. Even more important was the information that the test was not good enough. It did not discriminate as it should have done and the ceiling effect was noticeable. Furthermore, it emphasized the difficulty of constructing unambiguous sentences i.e. sentences where it would not be possible to have either *some* or *any*, but only one of them.

The Second Version. The second version of the test was tried out on some classes at the beginning of the autumn term 1969. The number of items had now been increased to 81. 40 of these were of the two-choice type used in the earlier version. A running text with omissions was also included. It contained 21 items and the pupils were instructed to put in *some*, *any*, *somebody*, *anybody*, *something* or *anything* in the appropriate places. Next followed what might be termed an adaptation of the substitution table. The pupils were given the second half of a number of sentences e.g. ______ some fruit in the garden. They were then told to put in a suitable beginning. They were given the following alternatives: *I can´t see*, *I can see*, *I can´t find* and *Did you find*. This version concluded with a part, where affirmative sentences were to be changed into negative sentences.

The latter two parts of the test failed as tests, because the pupils, especially in ak, showed signs of extreme bewilderment. Furthermore, the item analysis revealed that they discriminated very poorly between different levels of achievement. Either the pupils tended to get everything right or they tended to get everything wrong. Thus these two tests had to be given up. The items for translations used in the first version were also discarded.

The Final Version. The final test was compiled from the observations and indications, resulting from the experimental period. The number of items was increased and now totalled 131. The test was sub-divided into three parts. *Part A* consisted of 40 items of the six-choice type. This was a change from the earlier versions, where we had used two-choice. The alteration increased the power of the test. *Part B* was made up of the running text used in version two (21 items). *Part C*, finally, was a two-choice test, made up of 70 items or sentences. The pupils were told to decide whether the sentences were right or wrong with regard to the use of *some* and *any*. For the final testing version, and a key to correct answers see Appendix C.

Testing Procedure

To ensure that the time allotted to the test was identical in every class, the instructions and also the pauses were recorded on tape. The pupils were told when to finish working on part A and to tackle part B etc. The time given to each part was twelve minutes. For parts A and B the pupils were given ample time. If they felt at all like working, they had no difficulty in answering all the questions. These parts might, therefore, be classified as power tests. (Cf. Adkins Wood, 1961, p 39) This is not the case with part C. Here only the quickest pupils had time to run through all the questions (speed test).

Critical Items

As has been mentioned before (page 14) it is highly probable that most pupils in the experiment already had some knowledge of *some/any*. It is moreover impossible to know whether they had been taught explicitly or implicitly. Lindblad mentions this "uncertainty of pupil background" as one of the main sources of error (Lindblad, p 95). In order to eliminate this, it was considered worth while to select certain items in the test and if possible to establish if the pupils in the explicit groups scored higher than those in the implicit group. These "critical items" were selected mainly from part A of the test and they all have one thing in common; they consist of patterns that the pupils were unlikely to have practised before. In some measure they also go against whatever "rules" or explanations the pupils may have encountered in class 6. The "critical items" are only ten in number and for ease of reference they are given below in the form they appeared in the test.

Part A

5. He works harder than ______ man I know.
7. The lock is so bad that ___________ can open it.
20. I like ice-cream better than ___________ else.
29. He hardly remembered ______ of the boys.
32. She dances better than ___________ else I know.

33. This is better than __________ I've ever seen.
34. He plays better than __________ other boy in his class.
37. I think he entered without __________ noticing it.
40. Why don't you do __________ about it?

Part B

He read newspapers but it was a long time before he found __________ at all.

The outcome of this investigation will be further discussed in the chapter dealing with the results (p 28).

The Reliability of the Test

To get some idea of the quality of the test as a measurement instrument, the scores for odd numbers in the test were compared with the scores for even numbers (the split-half method). The result of this calculation should yield a high correlation.

Table 9: The Reliability of the Test (Split-half)

	sk	ak	sk + ak
Part A	0.84	0.93	0.88
Part B	0.82	0.69	0.83
A + B	0.90	0.93	0.92

The reliability of part C was not calculated in this way because of its nature as a speed test. The reliability coefficients are more than satisfactory for the purposes of the investigation (comparison between groups). The parts of the pre-test were also correlated with each other and the test as a whole.

Table 10: Correlations between the Parts and the Whole of the Pre-test

Pre-test	Part B	Part C	Pre-test total
Part A	.73	.48	.85
Part B		.38	.76
Part C			.84

All the correlations are significant. Part A shows the highest correlation with the total. Part C has a low correlation with parts A and B, but correlates well with the whole. The IQ total and Grade in English were then correlated with the different parts of the pre-test and the total.

Table 11: Pre-test Correlations with IQ and Grades in English

	Grade English	A	B	C	Pre-test total
IQ total	.63	.56	.52	.39	.57
Grade English		.68	.63	.36	.63

The pre-test total was then correlated with the post-test and re-test.

Table 12: Pre-test Correlations with the Post-test and the Re-test

(sk + ak N = 318)	Post-test	Re-test
Pre-test	.82	.80
Post-test		.87
Re-test		
(sk N = 230)		
Pre-test	.82	.77
Post-test		.82
Re-test		
(ak N = 88)		
Pre-test	.60	.65
Post-test		.80
Re-test		

The various figures indicate that the test measures proficiency with regard to some/any with a certain consistency. The pupils have been ranked in much the same way on different occasions. The correlations may be looked upon as re-test reliability coefficients of sufficient magnitude for the purposes of the present investigation.

Other Tests

The Intelligence Test. Three parts of the so-called DBA-test (DBA = differentiell begåvningsanalys i.e. differential intelligence analysis) constructed by professor Härnqvist of the University of Gothenburg were used. They were the Verbal, Spatial and Inductive parts. (See further Härnqvist, Manual till DBA) The intelligence test was used mainly for two reasons. The first has been discussed earlier and it was concerned with the definition of the characteristic qualities of our population, or whether the pupils constituted a 'normal' cross-section of society. The other reason is concerned with the attempt to relate the 'success' of various methods to various levels of intelligence. Using the scoring on the intelligence test as a criterion, the pupils are divided into three groups of upper, medium and lower ability. The observed variation in intelligence was later used in the analyses of variance.

Pact. A Listening Comprehension Test was also given. It is called Pact (Pictorial Auditory Comprehension Test) and it was constructed by John B. Carroll and one of his assistants. The pupils are presented with a series of pictures and then they listen to a dialogue or a description and are told to decide to which picture the dialogue or description is relevant. This test was adapted to Swedish conditions by Lennart Levin. The Pact gave a mean of 50.58 and a standard deviation of 9.60, which corresponds surprisingly well with the scoring of the DBA-test. If these figures are confirmed in subproject 3, it seems as if further work with Pact would be rewarding. Pact is, however, not used in our investigation in any important sense. It is not used as a covariate. Pact was used to increase the arsenal of tests. In particular it was considered desirable to introduce some kind of auditory test to balance the predominance of written tests. Above all, it is interesting to see how Pact, presumably measuring or indicating general knowledge of English correlates with IQ total, Grade in English and the pre-test.

Table 13: Pact Correlations with Grade in English, IQ total and the Pre-test

	IQ	Grade English	Part A	Part B	Part C	Pre-test Total
Pact	.60	.60	.68	.66	.38	.64

A comparison with the correlations in table 11 indicates that the figures are on the whole equivalent. This might perhaps be taken as a sign that the pretest not only has something to say on the distinction between some and any but on proficiency in English as a whole.

5. THE RESULTS

Introduction

All the data were processed by computer at Göteborgs Datacentral för Forskning och Högre Utbildning. A total of 58 variables was used. The variables included descriptive statistics per class, method, course (ak - sk) and sex. The programme also gave analyses of covariance where calculations were made according to ak - sk and analyses of variance where the calculations were made according to intelligence.

Progress Defined. The aim of the investigation is to evaluate the effectiveness of three different teaching strategies. We want to establish if different treatments result in different progress. Progress, then, is the criterion by which we measure the effectiveness of the methods. In the following the term progress is used to indicate progress of two different kinds:

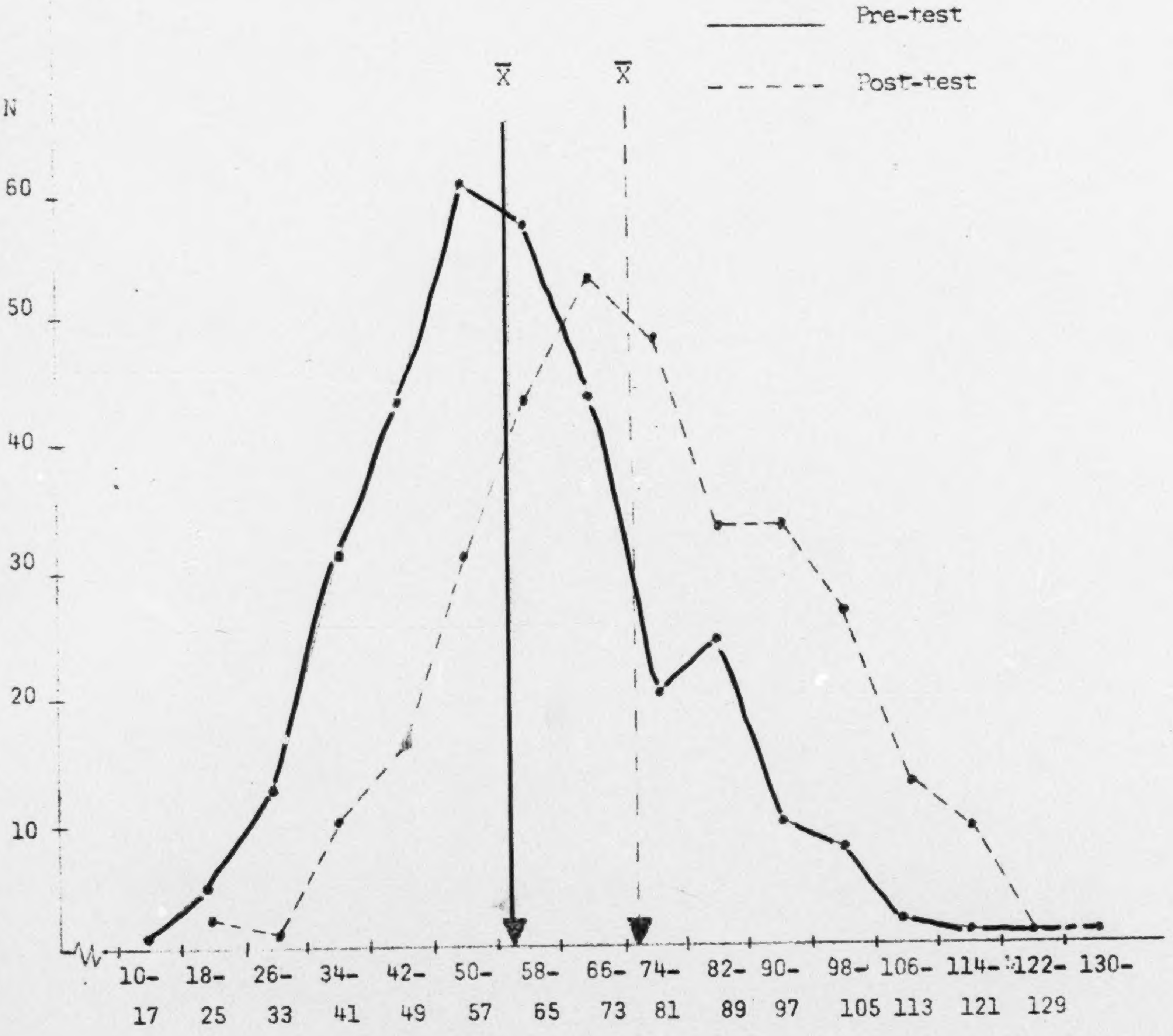
Progress 1: The difference between the post-test and the pre-test.
Progress 2: The difference between the re-test and the pre-test.

Overall Progress. Before going into a detailed analysis of the results and a comparison between methods, it might be worth while to take a look at the overall progress figures. (fig. 3 on page 21) The figure shows that the pupils increased 15 points on an average. This is perhaps not so important as the information that the test gives a normal frequency distribution. There is no ceiling effect. This indicates that the test, however conventional it may be, can be regarded with a certain confidence. The standard deviation for the pre-test is 18.27, while it is 20.03 for the post-test. This also is as it should be because the standard deviation is likely to increase with teaching. (Cf. Anastasi, 1958, p 211) The mean for the re-test is 76.57. All pupils did not make progress. Quite a few scored considerably worse than on the pre-test. This is shown in fig.4 on page 22. It is perhaps worth noticing that the pupils in ak do make progress, which in some cases is quite spectacular. Teaching in these classes is apparently not a waste of time. It is also clear that a distressingly large number of pupils in sk regress or make very little progress. This, no doubt, has to do with the fact that the choice of course is not purely based on ability. The overlap in intelligence between ak and sk has already been dealt with (fig. 1)

Progress I per Class. The table on page 23 shows **Progress** I per individual class. The progress mean is calculated on all pupils who took part in the pre-test and the post-test. Some of these pupils were later excluded because they were absent from two or more lessons. The method mean is calculated on the "true" number of pupils in each cell.

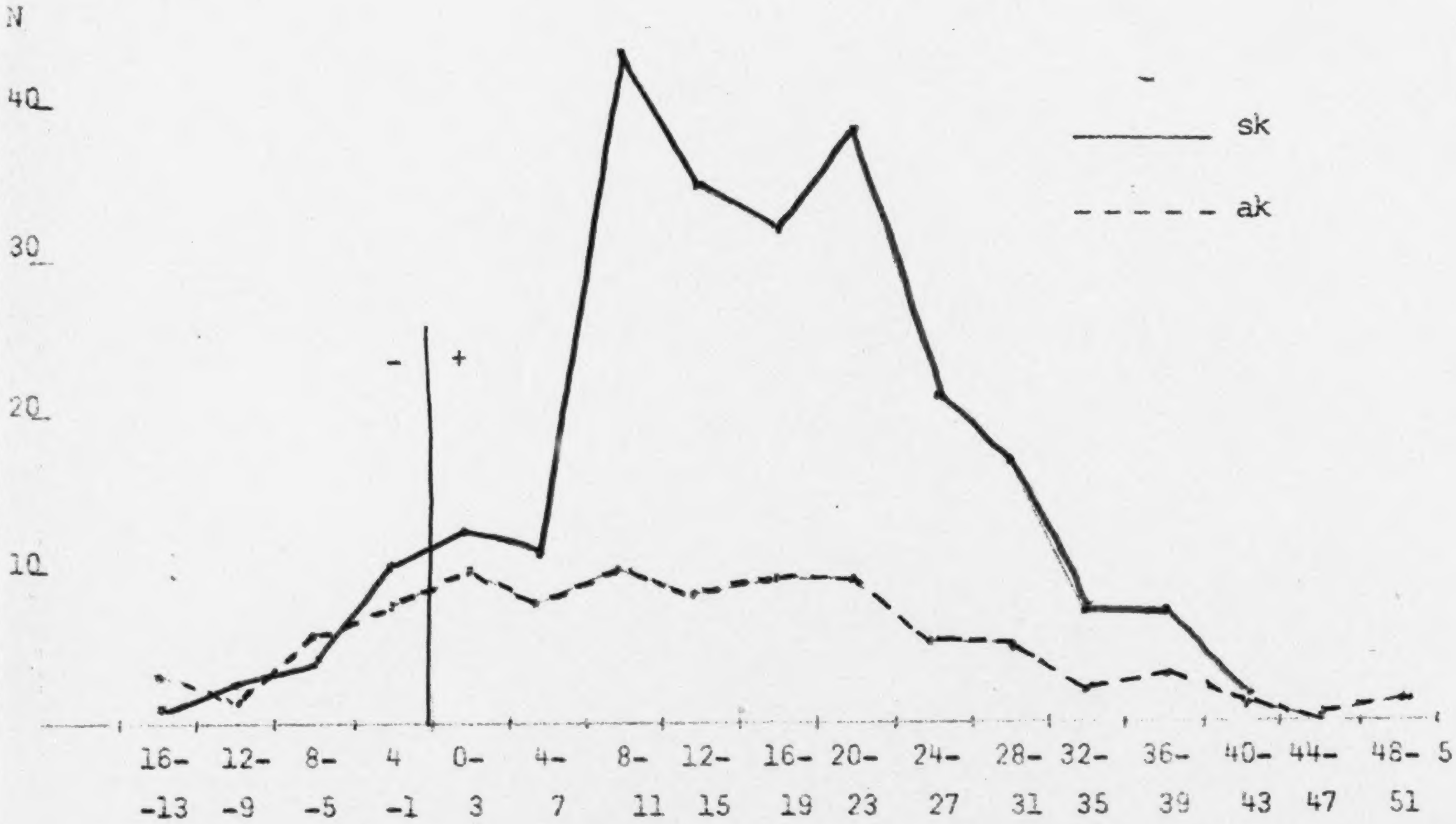
Figure 3: Overall Distribution of Pupils' Results on the Pre-Test and the Post-Test

Sk + Ak



Pre-test	1	4	12	31	43	60	57	43	20	24	10	8	2	1	1	0
															X̄ = 60.30	
Post-test	0	2	1	10	16	31	43	53	47	33	33	26	13	9	1	1
															X̄ = 75.43	

Figure 4: Pupils' Increase (and Decrease Respectively) in Points on Post-test as Compared with Pre-test



	16- -13	12- -9	8- -5	4 -1	0- 3	4- 7	8- 11	12- 15	16- 19	20- 23	24- 27	28- 31	32- 35	36- 39	40- 43	44- 47	48- 51
sk	1	2	4	10	12	11	43	34	31	38	21	17	7	7	2		
ak	3	1	5	7	10	8	10	8	9	9	5	5	2	3	1	0	1

below gives Progress I in sk with IQ and grades as covariates.

Table 15: Progress I with IQ and Grades as Covariates

	Im	Ee	Es	F
sk	16.84	14.37	18.13	2.353
N	69	82	60	
ak	12.75	13.13	12.94	0.006
N	27	30	20	

The table shows that in sk Es succeeds best, but the F-value is not significant. In ak the difference between the treatments is totally negligible.

To find out whether any of the treatments resulted in better retention after one month with no teaching in between, analyses of covariance were also carried out on Progress II with IQ and Grades as covariates. The results are given in table 16 below.

Table 16: Progress II with IQ and Grades as Covariates

	Im	Ee	Es	F
sk	18.46	18.74	19.83	0.209
N	66	75	54	
ak	11.67	11.82	9.25	0.286
N	24	29	17	

In sk we find that Es is still in the lead but the small differences that existed immediately after the period of intensive teaching have disappeared. The most interesting information here is that Ee has improved considerably. This is to a great extent due to the spectacular progress in one single class, namely class 7. whose progress I mean was 9.43. (Cf. Table 14). The progress II mean was 19.03.

A slight increase in the results on the re-test as compared with the post-test is apparently what might be expected (Cf. Lindblad, p 78). It might be ascribed to incidental learning. But the astonishing improvement in the above-mentioned class cannot be explained in this way. Here I think we have a testing effect. At the time of the post-test the pupils were bored with the whole thing and did not even try to show what they had learnt. When they did the re-test, the situation was changed. They had just started a new term and had forgotten the irritation they once felt with some/any. Again, this calamity stresses the importance of having a large population to counteract extreme values.

In ak there is no significant difference between the methods either, but we do get some other information that is so far unique in the Gume-project: the pupils in ak do not progress on the re-test. They seem to have forgotten a little of what they learnt after the period of intensive training. (Cf. table 15). The pupils given the Es treatment regress most. This, again, seems to be due to one single class (17). This class had a progress I mean of 21.38, but a re-test mean of 11.41. This again stresses the importance of having a sufficient number of classes. An analysis of covariance was also made on the post-test with the pre-test as covariate.

Table 17: The Post-test with the Pre-test as Covariate

	Im	Ee	Es	F
sk	82.05	80.10	82.68	1.328
N	78	84	68	
ak	58.63	60.46	58.57	0.214
N	33	33	21	

In sk the F-value is 1.328 and the differences are not significant. The results in this table are comparable to the results in table 15. Es and Im are still in the lead, while Ee lags behind. In ak the F-value is 0.214 and the differences are thus quite insignificant. Again the results are comparable to the ones in table 15, but the pattern is far from stable. Ee is still in the lead but Im has passed Es, which perhaps indicates that we have to do with chance variations.

Table 18: The Re-test with the Pre-test as Covariate

	Im	Ee	Es	F
sk	83.23	83.70	83.64	0.043
N	75	77	62	
ak	59.14	58.09	55.94	0.392
N	29	32	18	

In sk the F-value is 0.043 and as in table 16 we see that all tendencies in favour of a particular method have completely disappeared. In ak the F-value is 0.392 and there is not a trace of significance.

In all, eight analyses of covariance were made. None of these yielded any significant differences between the treatments. In view of this it seems futile to speculate on the ranking of the methods. In one analysis (table 15), however, the difference, though not significant, is still such that we might venture the interpretation that in sk Es = Im and both these methods are better than Ee. It seems that if explanations are given at all, they might with some advantage be given in Swedish and with comparisons with Swedish. This is perhaps particularly true about a semantic problem of the type some/any.

But before we go into any further discussion of comparisons between methods, the results of the analyses of variance will be reported.

Comparison between Pupils of Different Ability. As mentioned elsewhere in the report (p 4) the sk - ak division gives only very crude information about the real ability of the pupils. To answer the question whether any particular method is better suited to a particular level of intelligence or not, the pupils were divided into three groups, called Upper (U), Middle (M) and Lower (L) according to their scores on the DBA test. The analysis of variance with Progress I gave the following result:

Table 19: Analysis of Variance, Dependent Variable: Progress I

	Im	Ee	Es	F
U	17.45	15.92	19.29	0.714
M	17.42	14.95	16.88	0.602
L	11.07	11.53	14.97	0.859
N	29	37	24	
	38	39	25	
	29	36	31	

The F-ratios are low and we get no significant differences. It is therefore meaningless to examine the rankings of the methods. We conclude that any one of the methods succeeds as well as the other. It is worth stressing perhaps that Ee/Es are not inferior in the lower group (L). This is quite contrary to the results of project 1, (Cf. Lindblad, p 80) where the analysis showed that the explanations used were more or less wasted on pupils of low ability. To explain the contradiction in project 2 one might argue that some/any as a grammatical problem is not comparable to the do-construction and that the explanations were easier to understand and apply.

Table 20: Analysis of Variance. Dependent Variable: Progress II

	Im	Ee	Es	F
U	19.64	19.56	19.17	0.011
M	17.03	18.23	18.52	0.138
L	12.67	12.80	15.00	0.274
N	28	34	23	
	35	35	21	
	27	35	27	

Here we get the same levelling of the differences as we found in the analysis of covariance on the re-test (table 18). The F-ratios are insignificant and the rankings of the methods are subject to chance variation.

Table 21: Analysis of Variance. Dependent Variable: The Post-test

	Im	Ee	Es	F
U	93.17	91.70	94.96	0.294
M	76.45	76.13	74.48	0.162
L	57.79	59.89	61.39	0.423
N	29	37	24	
	38	39	25	
	29	36	31	

The figures and the rankings of the methods correspond quite well to the analysis made on Progress I (table 19).

Table 22: Analysis of Variance. Dependent Variable: The Re-test

	Im	Ee	Es	F
U	94.14	94.65	92.74	0.090
M	75.09	78.77	74.76	0.662
L	60.00	60.97	63.15	0.276
N	28	34	23	
	35	35	21	
	27	36	27	

The only consistent tendency in raw scores in the analyses of variance so far has been in the lower group where the methods have appeared in the following order: Es is better than Ee better than Im.

This account of the analyses of variance is concluded with a table on the selected critical items (Cf. p 16).

Table 23: Analysis of Variance. Dependent Variable: Critical Items

	Im	Ee	Es	F
U	0.76	1.97	1.79	3.057
M	1.23	1.51	1.83	0.582
L	1.30	0.78	0.96	0.381
N	29	37	24	
	35	37	24	
	20	27	27	

In the upper group we come very close to significance (the critical F-value is 3.10). It would seem that explanations (either in Swedish or English) make the gifted pupils better equipped to handle the critical items. To a lesser extent this is also true of the middle group, whereas in the least gifted group the Im variant succeeds best. Although this looks very plausible, the figures should be treated with caution, because the calculations here are based on very few items. Further research along these lines might yield valuable results, however.

Drop-outs

Pupils who were absent from two or more lessons were automatically excluded from the experiment. Even if they took part in all the tests, they were not included in the analyses of variance and covariance. It might be argued that the pupils who were not interested stayed at home. This, of course, might give a strong bias to the population and thus influence the results. It was therefore considered essential to investigate the drop-outs and check if they deviated from the main population in any significant way.

In the following table we give the means and standard deviations for the pupils in the experiment and the drop-outs and the difference between them.

Table 24: Means and Standard Deviations for the Main Population as Compared with the Drop-outs

Variable	Main Population			Drop-outs			T
	N	Mean	S.D.	N	Mean	S.D.	
Verbal test	299	4.96	1.74	40	5.00	1.55	-0.70
Inductive test	299	5.07	2.04	41	4.98	1.93	0.03
Spatial test	300	4.82	1.93	40	5.32	1.86	-1.60
IQ test total	296	49.73	10.00	38	50.97	9.66	-0.74
Grade English	309	3.18	1.02	49	2.92	1.02	1.69
Grade Swedish	309	3.20	0.93	49	3.04	0.91	1.13
Grade Maths	309	3.15	1.04	49	3.00	1.08	0.91
Grades total	309	28.56	8.13	49	26.88	8.01	1.37
IQ + Grades	289	78.67	16.73	36	78.36	15.94	0.11
Pupil Attitude	298	29.01	4.75	27	27.15	5.28	1.76
Social Group	260	2.45	0.68	41	2.44	0.67	0.09
PACT	298	50.58	9.60	40	49.20	8.98	0.90
Pre-test	317	60.30	18.27	50	54.82	18.37	1.96
Post-test	317	75.43	20.03	50	71.64	19.48	1.27
Re-test	294	76.57	20.58	44	70.39	18.84	2.00
CI (Pre-test)	292	3.10	1.78	42	2.60	1.52	1.89
CI (Post-test)	310	4.39	2.09	47	4.36	2.14	0.009

The underlined T-values indicate a significant difference (5% level) between the drop-outs and the main population.

As can be seen the only significant differences are to be found in the pre-test and the re-test. As the main population score significantly better than the drop-outs both before and after the teaching period there is no indication that the drop-outs have influenced the results.

6. ATTITUDES

As a by-product of the investigation it was considered valuable for the continuation of the project to get some views on the material from pupils and teachers. Two uestionnaires were constructed, one for the pupils and one for the teachers. They were given to obtain some indication of the defects in the material and also with a view to correlating student attitude with other variables.

Pupil Attitudes

The questionnaire for student attitudes was identical with the one used in sub-project 1. (Appendix D) The students were asked questions with set alternatives and also some questions with open answers, where they were allowed to answer independently. The answers on a few selected items in the questionnaire will here be given to clarify the students´ interest in English, their attitude to some particular aspects of the project (pedagogical and technical) and finally their views on the explanations.

Interest in English. The students were asked to state how they liked various school subjects. They were instructed to place the different subjects along the following scale:

almost always interesting - more interesting than dull - more dull than interesting - almost always dull.

In the following table which indicates interest in English, the four alternatives are termed ++ + - --. They have been given numerical values (4-1) and means have been calculated.

Table 25: Pupil Interest in English per Class

Class	Course	Method	++	+	-	--	Means	
1	sk	Im	6	12	8	0	2.9	
2	sk	Im	6	8	10	3	2.6	
3	sk	Im	9	18	0	0	3.3	
4	sk	Im	9	8	2	0	3.4	
5	sk	Ee	21	4	0	0	3.8	
6	sk	Ee	11	10	4	0	3.3	Sk Mean: 3.0
7	sk	Ee	7	15	3	0	3.2	
8	sk	Ee	7	8	7	1	2.9	
9	sk	Es	16	5	0	0	3.8	
10	sk	Es	12	11	0	0	3.5	
11	sk	Es	3	7	1	1	3.0	
12	sk	Es	6	15	5	1	3.0	
13	ak	Im	12	8	4	1	3.2	
14	ak	Im	4	8	6	8	2.3	Ak Mean: 2.8
15	ak	Ee	0	5	8	6	1.9	
16	ak	Ee	15	9	3	0	3.4	
17	ak	Es	4	4	4	0	3.0	
18	ak	Es	2	11	2	3	2.7	

The lowest value (1.9) is scored in an ak class, which means that the class as a whole regards English as more often dull than interesting. The other extreme (3.8) is not surprisingly found in an sk class which means that these pupils consider English almost always interesting. As the questionnaire was given after the completion of the project there is no way of deciding whether the project affected the pupils in a negative or positive way. A table showing student attitude towards other subjects is given in Appendix F.

Technical and Pedagogical Aspects. The questionnaire also consisted of two sets of questions, made up of four and five items respectively. The first part dealt with the general effectiveness and/or attractiveness of the lessons. The numbers of the questions (4, 5, 8, 9) refer to the numbering in the questionnaire (Appendix D). One is the most negative and five is the most positive alternative. The 0 column indicates the pupils who did not state any opinion.

Table 26: Pupil Attitudes to the Lessons

	Number of answers per alternative						
Question Nr.	1	2	3	4	5	0	Mean
4: learnt less - more	16	56	96	101	48	1	3.34
5: less fun - more fun	11	32	33	126	116	-	3.96
8: time went slower - faster	10	22	66	118	102	-	3.88
9: more tired - less tired	19	59	129	67	40	4	3.16

As can be seen the four questions score a mean that is above the expected (3.0). It might have been expected that the lessons would have tired the pupils more than conventional lessons. This has not been the case.

The second part of the questionnaire dealt with the technical side of the equipment and also with student reaction to the drills for speaking and writing and the texts. In the following table the question number refers to the numbering in the questionnaire. There are four set alternatives ranging from 'very bad' - 'fairly bad' - 'good' - 'very good'.

Table 27: Pupil Attitudes to the Equipment and Specific Parts of the Lessons

Question Nr.	Number of answers per alternative					Mean
	1	2	3	4	0	
11: earphones bad - good	4	69	174	68	3	2.97
12: sound bad - good	6	54	157	100	1	3.11
14: oral drills bad - good	22	104	147	38	7	2.65
15: written drills bad - good	11	77	188	36	6	2.80
16: texts bad - good	3	47	191	65	12	3.04

Again the scores are slightly above the theoretical mean (2.50), but with this set of questions the student attitude tends to be more critical. It is interesting to note that the headsets have improved a little compared with the result in sub-project 1 (2.87 as against 2.97 in sub-project 2, see further Lindblad, p 85). The oral drills are least popular. They are tolerated but only just. The result confirms a suspicion that the oral drills were either too monotonous or too frequent.

Views on the Explanations. Number 13 in the questionnaire was given to obtain some information about how the pupils regarded the explanations. It was interesting to learn whether the students considered them a help or a hindrance. The pupils had five alternatives and they were asked to range their answers between two extremes; whether the explanations made it much easier or much more difficult to understand. This question was only given to the E-groups. Owing to a misunderstanding, one E-class (nr 11) has not answered this question. The results are shown in the following tables, which show the scores in individual classes and in sk and ak as a whole.

Table 28: Pupil Attitudes to the Explanations

Alternatives	Value	Classes 5	6	7	8	9	10	11	12	15	16	17	18
much easier	5	6	6	4	6	2	7		3	5	9	2	2
somewhat easier	4	16	12	11	9	11	12		15	8	14	8	12
no difference	3	2	6	8	8	8	3		6	5	3	1	2
somewhat more difficult	2	-	1	-	-	-	1		2	1	-	-	-
much more difficult	1	-	-	-	-	-	-		-	-	1	-	1
no answer	0	1		2				10	1			1	1
Method		Ee				Es				Ee		Es	
Method mean		3.96				3.84				4.02		3.94	
Course: Mean		sk 3.90								ak 3.98			
N		168								74			

The pupils who were given explanations consider them helpful, "they made it somewhat easier to understand". The ak pupils are slightly more positive (Cf. Lindblad, table 24). Whether the pupils in the Im group felt frustrated because nothing was explained is still an open question. This information was not obtained from the Attitude Test.

Independent Answers. The part of the questionnaire that consisted of 'open questions' covers a wide range of answers from extremely positive to extremely negative or even slightly abusive. The most common complaint was what might be termed 'the continual harping on the some/any theme'. There was unanimous praise for the music and the inserted songs. But it would lead too far to embark upon a detailed description of the various answers.

Total Pupil Attitude. The total pupil attitude was estimated from the objective answers shown in tables 26 and 27. The following table gives the means and standard deviations for sk an ak respectively and for the population as a whole. The theoretical mean is 24.50 and the results in both sk and ak are well above that figure.

Table 29: Attitude Means (and Standard Deviations)

	Mean	S.D.
Sk	28.96	4.56
Ak	29.12	5.27
Total Sk + Ak	29.01	4.75

The next step was to look for any positive correlation between total pupil attitude and various other variables, such as the post-test, grade in English etc. This was done with the following result:

Table 30: Attitude Correlations

	Post-test	Grade English	Grades total	IQ	Social group	Method
Attitude total	.01	.01	.06	.11	.09	.06

As can be seen there is no significant correlation between any of the variables. This confirms and corresponds exactly to the results in sub-project 1. (Lindblad, p 88)

Teacher Attitudes

A questionnaire, identical to the one used in sub-project 1, was handed out to the 18 teachers, whose classes were engaged in sub-project 2. The questionnaire was in two parts; the first dealing with teaching methods in general and the second dealing with specific problems pertaining to the project. 11 teachers answered the questions. A brief description and discussion of the results is given below.

Part 1. General Attitudes. Question number 9. Here the teachers were asked to state their opinions on what experimental variant (Im, Ee or Es) would succeed best with pupils of good, average or poor ability. Nine teachers answered this question and the scoring was as follows:

	Method		
Pupil ability	Im	Ee	Es
poor	2	-	7
medium	2	2	5
good	4	2	3

The general opinion seems to be that explanations should be given in Swedish, especially with pupils of low ability. It is perhaps worth noticing that few teachers believe in the Ee variant, i.e. the undiluted Ee variant. It is clear from another question (10) that in practice the teachers use a combination of 'methods', and the choice is founded on practical reasons such as "what is most advantageous in a given situation".

Question number 12. Here the teachers were invited to express their views on the frequency of explanations. Should explanations be given every lesson, fairly often and regularly, once in a while or never? All 11 teachers answered this question. Six teachers thought that explanations are needed 'fairly often and regularly'; two thought 'that once in a while' was enough and one teacher used explanations 'every lesson'. The two remaining teachers answered evasively. It is perhaps mildly surprising that 'so many explain so often'. One would have thought that the alternative 'once in a while' more exactly fits the philosophy behind the directions in the Authorized Curriculum for Swedish Schools. But otherwise the teachers are unanimous in thinking that the directions in the curriculum are 'good on the whole'. (Question 16)

Part 2. Attitudes to the Material. The second part of the questionnaire was mainly concerned with specific aspects of the project such as the quality of the lessons, the explanations and the merits or defects of the various exercises. From the start almost all the teachers were positive and regarded research along these lines as valuable. On the whole, this positive attitude remained constant during the research period. In the following there will be a brief discussion of the answers on the explanations and the general outline of the lessons with special reference to the drills for speaking and writing.

Question 6. Explanations. Five teachers answered this question. Three think that the explanations were well written and one adds that they were inserted at the right moment. Another stresses the correctness of the approach i.e. of having explanations and not so-called rules. Two teachers criticize the length of the explanations (cf. p 13). One also said that they were too intricate and relied too much on "at all" (an Ee group). According to this teacher, the pupils have no feeling for this substitute and 'obviously did not get the message'.

Questions 7-9. These questions deal with oral drills, exercises for writing and the texts. All the teachers are favourably disposed to the material in the above respects. It is difficult to evaluate the teacher attitude here as contrasted with that of the pupils, but on the whole they seem to take a more benevolent attitude than the pupils did. The only serious criticism was that the speed was sometimes too high. This complaint is not common, however.

This survey of teacher attitude might be summed up by mentioning the opinion on the technical qualities of the equipment. The quality of the recordings and the sound was considered good as a whole. The criticism here focuses on the earphones, which sometimes failed to work satisfactorily. One teacher regards the earphones as a negative factor. The most serious criticism of the test was ambiguity in a few sentences. Some items were open to several interpretations.

Regarded as a whole both pupil and teacher attitudes have been interesting and valuable. They have given indications and hints that will probably simplify material production in the continuation of the project.

7. DISCUSSION

Design Problems and Sources of Error.

The Gume-project is directed to the teaching of certain grammatical structures in the 7th form in Swedish schools, the terms of reference being specifically whether these structures are best learnt by adherence to the habit-formation theory (Im) or by adherence to the cognitive code learning theory (E). A further task was to investigate the effectiveness of using L II (Ee) or L I (Es) for explanations. We have thus isolated a few essential elements in the whole complex of language learning. This is important. Otherwise the result may be somewhat similar to the dilemma faced by Smith and Berger (Cf. Smith-Berger, 1968), who, after the first year, found that the traditional method was superior. This is interesting in itself but far more interesting is the question: What was it in the traditional method that made it superior? Was it the translation exercises? Was it the use of L I or was it the use of paradigms and rules or a combination of all these? We do not know the answer. (Cf. Ellegård, 1969. Tänk om i språkundervisningen! **Dagens Nyheter** 3/1 1969). In the Gume-design it should be possible to relate any difference to one of the independent variables (Im, Ee or Es). The results should say something definite which might be applied in practical educational methodology.

The Null Hypothesis. Unfortunately there are no clear-cut results in project 2. We have not been able to prove statistically the superiority of any of the treatments. What we have is, in fact, only a few assumptions and interpretations that must remain tentative until they are either confirmed or refuted by next year's study. This situation is, of course, far from unique in pedagogical research. But we feel that at this point it is indeed worth while to pause and consider why the experiment failed to give any significant differences. We might, of course, feel satisfied and say that we could not get any differences because there are no differences. This would mean that we accept the null hypothesis. But it is difficult to do this in the first round partly because so many teachers and linguists are convinced that it does matter how we teach and learn a foreign language. Consider for example the following quotations:

"While teaching language, explanations of usage are almost always a waste of time." (Billows, 1961, p 64)

"The more complex your ideas are, the more difficult it is to think in two languages. Therefore the appropriate expressions should be learnt and practised entirely in English; any kind of comparison with your own language will be a hindrance." (Hjelmström-Whyte, 1964, preface)

"The single paramount fact about language learning is that it concerns, not problem solving, but the formation and performance of habits." (Brooks, 1964, p 49)

"If the student realizes what kinds of structural transformations he is manipulating, he will be able to make clearer discriminations between the usages of his native language and those of the foreign language." (Rivers, 1964, p 123)

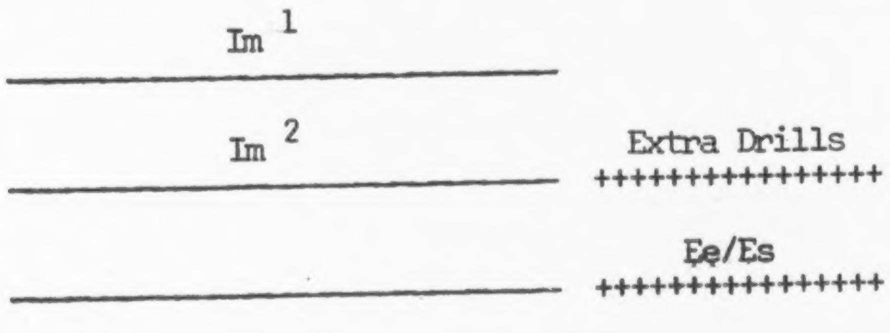
"According to this theory, (the cognitive code-learning theory) learning a language is a process of acquiring conscious control of the phonological, grammatical, and lexical patterns of a second language, largely through study and analysis of these patterns as a body of knowledge." (Carroll, 1966, p 102)

This list of more or less unequivocal statements on the right method of teaching languages could be multiplied, but they are given here only to clarify why we, as yet, are reluctant to accept the null hypothesis. We have, then, a miracle method as opposed to a worthless method. With this in view it is certainly strange that our investigation does not yield _any_ significant difference between the teaching strategies. If we assume that there is a difference of effectiveness inherent in the various methods, we must further assume that our material, explanations, tests and perhaps the whole design are of extremely low sensitivity or discriminative power.

The Role of the Material. Let us first consider the teaching material, which is especially important in the Im-group. Here the material _is_ the method. This is the main reason why the implicit - or audio-lingual method for that matter - can never compete with a traditional method if there are only vague instructions as to how the teaching is to be conducted (Cf. Smith-Berger, 1968, p 18 ff). In our project great efforts were made to ensure that the Im-group got everything that is considered valuable in the implicit or as we should perhaps call it, the audio-lingual method. In the oral drills we taught only one thing at a time, we tried to keep the utterances short and we tried to establish and hold the patterns for at least eight utterances. (Cf. Stack, 1960, p 11) But for all this, the material is perhaps not as good as it might be. We did not escape the danger of mimicry-mechanization, not to mention certain unrealistic dialogues. The biggest question is whether the extra drills and other exercises that functioned as substitutes for explanations really added anything. Is it quantity that counts regardless of quality? (Cf. Lim, 1968, p 129) Is language learning simply a matter of overlearning? To answer these questions it might be valuable to have a control group that would not get any extra exercises but just the material the E-groups had (explanations excluded).

Shortcomings of the Explanations. This takes us to another crucial element in the material, namely the explanations. As mentioned earlier in the report (p 13) the explanations had to be prolonged for experimental purposes. As the problem some/any does not require much explanation, the analysis or rather the mini-lectures 'had to undergo a certain amount of padding, which, of course, makes them repetitive and tedious. We do not know if the pupils suffered from this, but it is at least a fact that the explanations were a strain on the author.

In a realistic classroom situation the explanations come in quite naturally when the teacher notices a few blank faces or when the pupils make mistakes. With pre-recorded material the explanations are inserted rather mechanically and perhaps when they are not really necessary. This may have been a negative factor. To establish the real power of explanations they should, in my opinion, be reduced to realistic length and perhaps the whole design ought to be changed in the following way:



We would then get the following cells:

Im^1 Im^2 Ee Es

This design would enable us to establish the effectiveness of explanations (in Swedish or English) and also how much the pupils gain by further implicit practice. This would perhaps give some indication as to whether it is better, after a period of initial practice, to go on practising or whether exercises should be replaced by explanations.

In the experiment we used analyses of two different kinds; explanations that focused on the semantic nature of some/any and also to a lesser extent explanations that focused on the sentence structure. This may have caused some confusion and in the continuation of the project it might be of some advantage to keep the two types apart. This would probably enable us to obtain some information as to whether a certain type of explanation is better suited to one particular age group.

Criticism of the Test. The test has been accused of ambiguity and this is apparently true of one item in part A (nr 7 which unfortunately was included in the critical items and one item in part C (nr 42), but it is not ambiguous to the degree that some teachers alleged. The fact that the test showed some ambiguity is not in itself damaging to the results, as it was marked in the same way on three different occasions. It would be more serious if the test could be shown to be insensitive, i.e. if it failed to give information about the true ability of the pupils. Did it in fact favour the Im-group so that it contained too many sentence patterns that had been practised? We do not think that the test was biased in this way.

Pupil Background. The greatest source of error in the whole experiment is undoubtedly that of pupil background. We have no way of knowing if the pupils had received explanations in class 6. If they had, it is no great wonder that further intensive practice (Im) produced as good results as practice accompanied by explanations that were in a way unnecessary (Ee/Es). It might be argued that the critical items which were selected because they had not been taught in class 6 would solve this difficulty, but not even here do we achieve statistical significance. We get a tendency, however, and this trend indicates that a renewed experiment in class 6 where some/any is taught for the first time might be more rewarding.

A Short-Term Experiment. It might be argued that an experimental period of six lessons is far too short to yield any substantial results. This is however ultimately a question of resources and in pedagogical research conclusions are sometimes based on only one period of teaching (Cf. Löfgren, 1968).

8. CONCLUSIONS

"Successful single variable experiments are rare in foreign language teaching". (Carroll, 1963, p 1064)

If 'sucess' means proving the superiority of a certain method, then the project has failed. We have not been able to find any statistical difference between the teaching strategies as they are defined in our material. But we may draw some tentative conclusions:

1. The implicit method does not succeed worse than any other method, even in the extreme form we gave it during the project.

2. Nevertheless it is true to say that explanations do give something of value. It must be remembered that the E-groups were deprived of 54 minutes of practice, but in spite of this they did not do worse than the Im-group. Explaining usage is apparently not always a waste of time.

3. It is held by many language teachers that analysis is a waste of time with pupils of low ability. This view is not validated in our experiment (Cf. Lindblad, 1969, where the result is different). The success or failure of explanations is due to the nature of the grammatical problem and to the nature of the explanations.

4. On the other hand the more gifted pupils seem to gain most by explanations of items of some complexity. This came out in the investigation of the so-called critical items, where the F-ratio approaches significance.

Our investigation gives very little conclusive information about "the method" of teaching some/any. The lack of significant results seems to indicate a procedure akin to the one suggested by W. Rivers (pp 152 - 153), where she advocates that the student should be made aware of the crucial element in the new pattern. After a brief analysis, the student should be drilled by methods involving analogy. This coincides with the directions in the Authorized Curriculum for Swedish Schools. (Cf. also the recent debate in 'Dagens Nyheter', Axelsson, 11/1, Hjelmström-Rudal, 22/1).

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GUME-projektet: Rapport 2

Appendices

IMPLICIT AND EXPLICIT

An Experiment in Applied Psycholinguistics, Assessing Different Methods in Teaching Grammatical Structures in English as a Foreign Language

by

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Gothenburg, Sweden, September, 1969

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Appendix C: The progress test given as pre-, post-, and re-test. The test took 36 minutes, instructions excluded.

Appendix D: The pupil attitude test administered at the end of the project immediately after the post-test.

Appendix E: The teacher attitude test, consisting of two parts and given at the same time as the pupil attitude test.

Appendix F: Pupil Interest in compulsory school subjects.

Appendix G: Detailed plan of the lesson materials, including timing of various parts of the lessons.

Appendix H: Pupils´ Lesson Materials, i.e. the booklets that the pupils were given at the beginning of each lesson and with which they worked. This appendix is in the form of a separate booklet. The number of copies is limited.

Anyone interested in listening to the tapes is asked to contact the author.

Appendix A

MATRIX OF CORRELATIONS

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1 Social group	.240	.197	.042	.205	.253	.257	.244	.271	.266	.279	.291	.169	.281	.285	.291	.211	.297	.291	.289	.165	.273	.137	.194	.093
2 Verbal Test		.435	.346	.734	.634	.680	.532	.684	.565	.574	.574	.376	.573	.585	.609	.493	.632	.563	.600	.441	.584	.370	.449	.088
3 Inductive Test			.485	.832	.475	.472	.527	.546	.480	.436	.404	.347	.466	.481	.483	.385	.504	.480	.456	.380	.487	.241	.340	.042
4 Spatial Test				.786	.389	.374	.472	.457	.374	.311	.256	.186	.293	.305	.329	.285	.350	.295	.277	.251	.307	.215	.223	.126
5 IQ Test Total					.633	.642	.650	.712	.598	.557	.520	.392	.566	.578	.598	.498	.630	.566	.563	.462	.587	.348	.427	.110
6 Grade English						.777	.660	.903	.603	.677	.634	.362	.630	.707	.670	.509	.700	.670	.661	.511	.682	.446	.558	.007
7 Grade Swedish							.692	.909	.564	.567	.564	.376	.582	.627	.644	.477	.646	.602	.595	.534	.647	.368	.479	.083
8 Grade Maths								.877	.424	.431	.434	.286	.440	.491	.497	.377	.503	.465	.484	.357	.474	.317	.365	.095
9 Grades Total									.588	.627	.605	.375	.610	.675	.670	.501	.682	.642	.645	.513	.664	.420	.517	.064
10 Pact										.679	.655	.375	.637	.715	.682	.512	.710	.698	.667	.517	.691	.418	.557	.021
11 Pre-test A											.734	.485	.856	.765	.692	.607	.783	.772	.676	.623	.790	.659	.639	.004
12 Pre-test B												.380	.755	.775	.741	.518	.752	.745	.736	.539	.747	.500	.633	.016
13 Pre-test C													.844	.352	.351	.680	.578	.374	.315	.593	.522	.433	.329	.036
14 Pre-test Total														.697	.657	.748	.822	.710	.631	.718	.799	.630	.600	.009
15 Post-test A															.827	.569	.888	.841	.802	.567	.818	.433	.783	.026
16 Post-test B																.508	.828	.794	.815	.507	.772	.417	.642	.007
17 Post-test C																	.866	.541	.502	.701	.688	.518	.501	.031
18 Post-test Total																		.807	.775	.713	.869	.543	.724	.007
19 Re-test A																			.821	.503	.910	.453	.556	.034
20 Re-test B																				.518	.829	.394	.311	.019
21 Re-test C																					.860	.470	.338	.084
22 Re-test Total																						.515	.383	.056
23 CI Pre-test																							.450	.005
24 CI Post-test																								.081
25 Pupil Attitude																								

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Appendix B

RECORDING MANUSCRIPTS FOR THE EXPLANATIONS GIVEN IN THE EXPLICIT GROUPS

In principle the explanations were inserted three times in each lesson. In the following these parts are called A, B and C. Lesson 5 is the only one that does not conform to this pattern. Here explanations only occur twice.

For details concerning the explanations (length and position) see Appendix G and the report, page

For lesson materials referred to in the explanations, see separate appendix of Pupils´ Lesson Materials.

N.B. The pupils heard the explanations, they did not read them.

Contents		Page
Lesson 1		
Ee:	A	A 2
	B	A 3
	C	A 4
Es:	A	A 5
	B	A 6
	C	A 7-8
Lesson 2		
Ee:	A	A 9
	B	A 10
	C	A 11
Es:	A	A 12
	B	A 13
	C	A 14
Lesson 3		
Ee:	A	A 15
	B	A 16
	C	A 17
Es:	A	A 18-19
	B	A 20
	C	A 21

Contents		Page
Lesson 4		
Ee:	A	A 22
	B	A 23
	C	A 24
Es:	A	A 25
	B	A 26
	C	A 27
Lesson 5		
Ee:	A	A 28
	B	A 29
Es:	A	A 30
	B	A 31
Lesson 6		
Ee:	A	A 32
	B	A 33
	C	A 34
Es:	A	A 35
	B	A 36
	C	A 37

Lesson 1

Group: Ee

A

In this lesson I´m going to teach you how to use the two words "some" and "any". Let´s start with "any". You have just told me what you can´t see in the classroom. You said: "I can´t see any dogs. I can´t see any umbrellas. I can´t see any telephones". In all these examples we used "any", because we can put in the two words "at all" after all these sentences. We can say: "I can´t see any dogs at all. I can´t see any umbrellas at all. I can´t see any telephones at all." We can often put in "at all" like this in negative sentences. Do you know what makes these sentences negative? ///// Yes, you are right! It´s the little word "not". Perhaps you can´t find the word "not" in the sentence "I can´t see any dogs." But it is there all the same, because "can´t" is the same as "cannot". We often say can´t instead of cannot in English. Take a look at your green paper called page 1 A .... sidan 1 A .... ///// As you can see I have written a few sentences here. We can say and write these sentences in two ways. I´ll read them to you. "I cannot see any dogs." As you know we can also say: "I can´t see any dogs. We did not see any umbrellas." We can also say: "We didn´t see any umbrellas. There is not any tea left." We can also say: "There isn´t any tea left."

Now if you look a bit further down on your paper, you can see four sentences. In these four sentences I have left out one word. I want you to write out the missing word. Write it on the line, please! Start writing. ///// Let´s go on! Now I´m going to read the sentences to you. They should be like this: I can´t see any newspapers. We can put in "at all" and say: "I can´t see any newspapers at all." And the next example! He can´t see any flowers. Here we can again put in "at all" and say: "He can´t see any flowers at all." Look at the next example! We can´t see any postcards. We can put in "at all" as before and say: "We can´t see any postcards at all." He didn´t see any cars. We can also say: "He didn´t see any cars at all." Can you tell me now how we can know that we must have "any" in these sentences? ///// Yes, we can put in "at all". We can do this because the sentences are all negative. And what is it that makes them negative? ///// Yes, It´s the little word "not". Remember then, that we use "any" when we can put in "at all" in the sentence. We can very often do this in negative sentences. And that´s why "any" is used in negative sentences.

B

As you remember we can put in "at all" in negative sentences and because of this we know that we must use "any". But we can also put in "at all" in another type of sentence. Let´s look a little at the exercise you just did. Here you asked a lot of questions. Listen to a few questions again! "Can you see any dogs? Can you see any cats? Can you see any books?" Here we can also put in "at all" and say: "Can you see any dogs at all? Can you see any cats at all? Can you see any books at all?" As you see we can also put in "at all" in questions, and that´s why we often have "any" in questions. Look at your green paper called page 2 A .... sidan 2 A .... ///// Here I have written a few questions and answers, but I have left out a few words here and there. Write out the words, please! Write them on the lines. ///// Now, let´s go on! I´ll read the questions and answers to you. "Did you see any boys?" Here we can put in "at all" and say: "Did you see any boys at all?" Now look at the answer, please! "No, and I didn´t see any girls either." Here we can also put in "at all" and say: "No, and I didn´t see any girls at all either." So here we must also use "any". It´s the same in the other examples. I am now going to read the next two examples to you and after every example I wait a little so you have time to see if you can put in "at all". "Is there any tea left?" ///// "No, and there isn´t any coffee either." ///// "Can you see any books?" ///// "No, and I can´t see any newspapers either." ///// Well, I hope you could put in "at all" in the sentences. Now I want you to say these examples again. I say them first and you say after me. "Did you see any boys?" ///// "No, and I didn´t see any girls either." "Is there any tea left?" ///// "No, and there isn´t any coffee either." "Can you see any books?" ///// "No, and I can´t see any newspapers either."

What we have learnt so far is this: When we can put in "at all" in a sentence we use "any". We can often do this in negative sentences and in questions and that´s why we often use "any" in negative sentences and in questions.

C

Now we shall try to learn when we use "some". In the exercise you just did you used "some" all the time. You said for example: I can see some books. I can see some flowers. I can see some pictures. Why do we use "some" here? Well, in these sentences it´s quite impossible to put in "at all". We can´t say: "I can see some books at all." That´s why we can´t use "any" in these sentences. Instead we use "some". Now look at your green paper called 3 A .. .. sidan 3 A ///// Here I have written a few examples which I think will help you to understand this. Look at the first example, please! It says: "I can see some books." Why do we say "some" here? ///// Yes, we can´t put in "at all" in this sentence. If we now put in the word "not" in the sentence it is not enough just to put in the word. We must also change the sentence in another way. Do you know how? ///// Yes, we must change "some" into "any". And why? Yes, now it´s allright to put in "at all". "I can´t see any books at all." As you see the sentence is negative and it´s precisely in negative sentences that we often can put in "at all".
It´s the same if we want to change the same sentence into a question. It is not enough to change "I can" into "Can you?" We must also change it in another way. How? ///// Yes, we must use "any" instead of "some". And why? ///// Yes, now it´s allright to put in "at all". We can very well say: Can you see any books at all? As you see this is a question and in questions we can normally put in "at all". Now let´s see if you have understood this. Look at your green paper again, please! There you have a little conversation between Bill and Tom. Again you see that I have left out a few words. Write out "some" and "any" on the lines, please and we´ll see if you can do it right. ///// I´m now going to read the sentences as they should be. "Is there any tea left?" "No, there isn´t any tea, but there is some coffee." ///// "Have you got any cigarettes?" "No, I haven´t got any cigarettes, but I have got some cigars." /////
I´m sure you have understood this, but just to be sure I´ll explain it once more. "Is there any tea left?" Here we can put in "at all" and say: "Is there any tea left at all?" We can put in "at all" and it´s a question, that´s why we have "any". "There isn´t any tea." Here we can put in "at all" again and say: There isn´t any tea at all. We can put in "at all" and we have a negative sentence. That´s why we use "any". "But there is some coffee." Here we can´t put in "at all". We can´t say: "There is some coffee at all." That´s why we can´t use "any". We must use "some" instead.

Group: Es

A

Som du säkert förstått skall jag i den här lektionen försöka lära dig, hur man använder de engelska orden "some" och "any". Låt oss börja med "any". I övningen du just gjorde talade du om för mig vad du inte kunde se i klassrummet. Du sa så här: "I can´t see any dogs. Jag kan inte se några hundar." "Några hundar" betyder i den här meningen att du inte kan se några hundar alls eller att du inte kan se några hundar överhuvudtaget. När "några" har denna betydelse dvs "några alls", "några som helst", "några överhuvudtaget" heter det på engelska "any". "Några" har ofta denna betydelse just i nekande satser. Du förnekar alltså att du kan se några hundar alls. Detta gör du genom att sätta in ordet "inte" - alltså "not" på engelska. Som du vet kan vi på engelska hänga på ordet "not" på verbet. Vi kan alltså säga "is not" eller "isn´t". Om du ser på det röda papperet märkt med sidan 1 A .... sidan 1 A skall du få ytterligare exempel. /////
Här har du tre engelska meningar. Dom kan allesammans läsas och skrivas på två olika sätt. Jag skall läsa upp dem för dig. "I cannot see any dogs. I can´t see any dogs." "We did not see any umbrellas. We didn´t see any umbrellas." "There is not any tea left. There isn´t any tea left." Om du tittar lite längre ner på papperet kan du se ytterligare fyra meningar. I alla de här meningarna har jag utelämnat ett ord. Jag vill nu att du skall skriva ut det utelämnade ordet på linjen i alla fyra meningarna. Sätt i gång! /////
Nu skall jag läsa upp meningarna för dig. Dom skall låta så här:
"I can´t see any newspapers. Jag kan inte se några tidningar eller: Jag kan inte se några tidningar alls." "He can´t see any flowers. Han kan inte se några blommor eller: Han kan inte se några blommor alls." "We can´t see any postcards. Vi kan inte se några vykort eller: Vi kan inte se några vykort alls." "He didn´t see any cars. Han såg inte några bilar alls."
Kommer du nu ihåg varför vi använder "any" i dom här meningarna. ///// Just det, därför att "några" här betyder "några alls", "några som helst", "några överhuvudtaget". Denna betydelse är vanlig just i nekande satser. Därför är "any" också vanligt i nekande satser.

B

Nu skall vi lära oss ytterligare ett fall, där "några" ofta betyder "några som helst", "några alls", "några överhuvudtaget" och därför skall heta "any". I övningen som du just gjorde ställde du en del frågor och i alla dom frågorna använde du "any". Du sa t ex "Can you see any dogs? Kan du se några hundar?" Här kan du också säga: "Kan du se några som helst hundar, kan du se några hundar överhuvudtaget?" Denna betydelse är mycket vanlig i frågor och därför är just "any" vanligt i frågor. Titta på det röda papperet märkt sidan 2 A .... sidan 2 A .... ///// Här har jag skrivit några frågor och svar, men återigen har jag utelämnat ett ord i varje mening. Tänk ut vilka ord som fattas och skriv dem på raderna. ///// Och nu fortsätter vi. Jag skall nu läsa upp frågorna och svaren för dig, så att du kan kontrollera att du har gjort rätt. "Did you see any boys?" Här kan vi alltså sätta in "överhuvudtaget" och säga "Såg du några pojkar överhuvudtaget?" Titta på svaret: "No, and I didn´t see any girls either." Här kan vi sätta in "alls" på svenska. "Jag såg inte alls några flickor heller." "Några" har här betydelsen "några alls", "några överhuvudtaget" och det heter följaktligen "any". Det är på samma sätt i de andra exemplen. Jag säger nu exemplen och gör en liten paus efter varje så du kan pröva att du verkligen kan sätta in "överhuvudtaget" och "alls".
"Is there any tea left?" ///// "No, there isn´t any coffee either." /////
"Can you see any books?" ///// "No, and I can´t see any newspapers either." /////
Jag hoppas du märkte att detta stämde. Jag vill nu att du säger dom här meningarna igen. Jag säger varje mening först och du säger efter.
"Did you see any boys?" ///// "No, and I didn´t see any girls either." /////
"Is there any tea left?" ///// "No, and there isn´t any coffee either." /////
"Can you see any books?" ///// "No, and I can´t see any newspapers either." /////
Vad vi har lärt oss hittills är alltså detta: När "några" betyder "några alls", "några som helst", "några överhuvudtaget", heter det "any" på engelska. Denna betydelse är vanlig i frågor och i nekande satser och därför använder vi "any" just i frågor och nekande meningar.

C

Nu skall vi tillsammans försöka reda ut när vi använder "some". I övningen som du just gjorde använde du ordet "some" hela tiden. Du sa t ex "I can see some books. Jag kan se några böcker." "I can see some flowers. Jag kan se några blommor." "I can see some pictures. Jag kan se några bilder."
Varför använder vi "some" här? Ja, i dom här meningarna är det alldeles omöjligt att sätta in "några alls", "några som helst", "några överhuvudtaget". Vi kan givetvis inte säga: "Jag kan se några böcker alls, jag kan se några som helst böcker." Därför är det i de här meningarna omöjligt att använda "any". Istället använder vi "some".
Titta nu på det röda papperet märkt med sidan 3 A .... sidan 3 A .... /////
Här har jag skrivit några exempel som jag tror skall hjälpa dig att förstå det hela. Titta på första meningen! Där står följande: "I can see some books." Varför heter "några" "some" här? Ja, vi kan inte säga: "Jag kan se några böcker alls." Om vi nu sätter in ordet "not" i den här meningen, så räcker det inte att bara sätta in ordet. Vi måste också göra en annan ändring. Vet du vilken? ///// Just det! Vi måste också ändra "some" till "any". Och varför det? Jo, nu går det fint att sätta in "några alls". "Jag kan inte se några böcker alls." "Några" måste därför heta "any". Som du ser är meningen också nekande. "I can´t see any books." Och i nekande satser brukar ju "någon" ha betydelsen "någon alls".
Det är likadant om vi vill göra samma mening till en fråga. Det räcker inte att bara ändra ordföljden. Vi måste också göra en annan ändring. Vilken? ///// Ja, vi måste ändra "some" till "any" och varför det? ///// Jo, nu kan du säga "Kan du se några böcker alls? Kan du se några böcker överhuvudtaget?" Som du kommer ihåg kan vi ofta få in denna betydelse i frågor, och det är förstås därför som vi så ofta använder "any" i frågor.
Vi skall genast se om du har förstått det här resonemanget. Titta nu på det röda papperet igen! Där har du ett litet samtal mellan Bill och Tom. Som vanligt ser du att några ord är utelämnade. Skriv ut "some" eller "any" på raderna så får vi se om du kan välja rätt. Sätt igång! /////
Jag läser nu upp meningarna som de skall vara. "Is there any tea left? - No, there isn´t any tea but there is some coffee." "Have you got any cigarettes? - No, I haven´t got any cigarettes, but I have got some cigars."
Du har säkert förstått det här, men för säkerhets skull förklarar jag det en gång till. "Is there any tea left?" Detta är en fråga med betydelsen: "Finns

det överhuvudtaget något te kvar?" Därför har vi "any". "No, there isn´t any tea." Detta är en nekande mening med betydelsen: "Det finns inte alls något te kvar." Därför har vi "any". "But there is some coffee." Vi kan förstås inte säga det finns något som helst kaffe, det finns något kaffe alls. I så fall måste vi göra om meningen till: "Det finns inte något kaffe alls eller: Finns det något kaffe alls?" Vi kan alltså inte sätta in "några alls", "några som helst" vilket vi kan göra i satser där vi har "any". Vi måste alltså använda "some". Vi har alltså sett att "any" mest förekommer i nekande satser och i frågor med betydelsen "någon alls", "någon som helst", "någon över huvudtaget". "Some" förekommer mest i andra satser dvs satser som varken är nekande eller frågande.

Lesson 2

Group: Ee

A

Now let´s see if you remember what we talked about last time. We said that we use "any", when we can put in "at all" and that we often can do this in questions and in negative sentences. Look at your green paper, called page 1 A .... sidan 1 A.///// There we see the example you just said. "Has Bill got any pens?" Why do we say "any pens?" ///// Yes, because we can say: "Has Bill got any pens at all?" Now look at the answer! "No he hasn´t got any pens." Why do we say "any pens" here? ///// Yes, that´s right. We can put in "at all" again and say: "No he hasn´t got any pens at all." Now look at the rest of the answer! "He has got some pencils." Here we can´t put in "at all". And that´s why we use "some". Now you have three sentences left on your paper. In these sentences I have not written out "some" and "any". Can you fill them in? ///// All right. I´ll read them to you. "Has Bill got any books?" We use "any" here because we can put in "at all" and say: "Has Bill got any books at all?" Let´s look at the answer: "No, he hasn´t got any books." Can we put in "at all" here? ///// Yes, we can. We can say: "He hasn´t got any books at all." So we must use "any" here too. Now look at the rest of the answer, please! "But he has some newspapers." Can we put in "at all" here? ///// No, we can´t. We can´t say: "But he has got some newspapers at all." So in this sentence we must use "some". Let´s listen to these examples again. I say them first and you say after me. "Has Bill got any pens?" ///// "No, he hasn´t got any pens." ///// "He has got some pencils."
"Has Bill got any books?" ///// "No, he hasn´t got any books." ///// "He has got some newspapers."

B

In the text we just read we met the word "somebody" many times. The biggest bear said for example: "Somebody has opened the door." The biggest bear also said: "Something is wrong." The little girl didn´t say thanks when she ran away. "She didn´t say anything." She didn ´t tell her parents either. "She didn´t tell anybody." In this text, then, we meet the words "somebody", "anybody", "something", "anything" for the first time. Now, let´s look at the green paper called page 6 A .... sidan 6 A .... ///// Here you can see two tables (två tabeller). From the first table I can make three sentences. "There is some fruit in the garden. There is somebody in the garden. There is something in the garden." Here we use "some", "somebody" and "something" and how can we know that this is right? ///// Yes, we try to put in "at all". Let´s see if we can do that.

"There is some fruit at all in the garden." No, we can´t say that. And we can´t put in "at all" in the other sentences either. So in these sentences we must use "some", "somebody" and "something".

Now look at table two please! ///// From this table I can make three negative sentences. I can say: "There isn´t any milk in the kitchen. There isn´t anybody in the kitchen. There isn´t anything in the kitchen." Can we put in "at all" here? Let´s try! "There isn´t any milk at all in the kitchen." Can we say that? Yes, we can. "There isn´t anybody at all in the kitchen." Can we say that? Yes, and we can also put in "at all" in the last sentence: "There isn´t anything at all in the kitchen."

From the same table I can also make three questions. "Is there any milk in the kitchen? Is there anybody in the kitchen? Is there anything in the kitchen?" Can we put in "at all" here? Let´s try! "Is there any milk at all in the kitchen?" Yes, that´s allright. "Is there anybody at all in the kitchen?" Yes, we can say that too. "Is there anything at all in the kitchen?" Can we say that? - Yes, we can. We use "any", "anybody", "anything" when we can put in "at all". It is normal that we can do that in questions and negative sentences and that´s why we use "any", "anybody" and "anything" in questions and negative sentences.

C

Look at your green paper, called page 10 A .... sidan 10 A .... /////
Now we are going to repeat some of the things we have learnt so far. You remember that when Bill came home, he was very hungry. He asked for food. What did he say? ///// Yes, he said: "Is there any food around here?" We use "any" here because we can put in "at all" and say: "Is there any food at all around here?" Write out "any" on the line, please!
I think you remember what his mother answered. ///// Yes, she said: "There´s some cold meat on the table." We use some here because we can´t put in "at all". We can´t say: "There´s some cold meat at all on the table." Write out "some" on the line, please!
When Bill has started eating his mother asks him about news from school. She says: "Any news from school?" Why do we use "any" here? ///// Yes, because we can put in "at all" and say: "Any news at all from school? What does Bill answer? Yes, he says: "I had some trouble with my English teacher." Why must we use "some" here? ///// Yes, that´s right we can´t put in "at all". The small sausages are not enough for Bill, so what does he say? ///// That´s right! "I want something else." We use "something" here because again it´s impossible to put in "at all". Normally we can only put in "at all" in questions and in negative sentences. Bill says that he likes his mother´s food very much. "You cook better than anybody I know", he says. Perhaps you find it difficult to put in "at all" here, but let´s see what Bill really means. When he says: "You cook better than anybody I know", he really means: "I don´t know anybody who cooks better than you." And now it´s very easy to put in "at all". "I don´t know anybody at all who cooks better than you." We will meet many more examples like this later on.

Group: Es

A

Låt oss nu se om du kommer ihåg vad vi talade om förra lektionen. Vi sa bl a att "any" betyder "någon alls", "någon som helst", "någon överhuvudtaget" och att det ofta förekommer i frågande och nekande satser. Titta nu på det röda papperet märkt med sidan 1 A .... sidan 1 A så skall vi friska upp minnet med några exempel. ///// På papperet ser du ett exempel som du nyss hörde: "Has Bill got any pens?" "Några" heter här "any" och varför det? Jo, därför att vi kan säga: "Har Bill några pennor överhuvudtaget?" Titta nu på svaret: "No, he hasn´t got any pens." "Några" heter återigen "any" och varför det? Jo, vi kan säga: "Han har inte några pennor alls."
Och så tittar vi på nästa exempel! "He has got some pencils." "Några" skall här heta "some". Varför det? Vi prövar om vi kan sätta in "alls". "Han har några blyertspennor alls." Nej det går inte. "Några" kan här inte heta "any" och då heter det "some".
Ja, nu ser du att det finns tre meningar kvar på ditt papper, men några ord är utelämnade. Skriv dit de utelämnade orden! ///// Nu fortsätter vi, och så här skall meningarna låta: "Has Bill got any books? - No, he hasn´t got any books. - He has got some newspapers." Ja, det skall vara newspapers. Som du ser har ett s fallit bort.
Varför skall meningarna vara så här? Ja, vi tar och prövar med våra hjälpord, så får vi se. "Har Bill överhuvudtaget några böcker?" Det går fint att sätta in "överhuvudtaget", alltså säger vi: "Has Bill got any books?" "Nej han har inte alls några böcker." Här går det fint att sätta in "alls" och därför säger vi: "He hasn´t got any books." "Han har några tidningar." Vi prövar om vi kan sätta in "alls". "Han har några tidningar alls." Nej, det går inte. Om vi vill sätta in "alls" måste vi ändra meningen. Gör vi den till en fråga går det bra: "Har han några tidningar alls?" Gör vi den nekande går det också bra: "Han har inte några tidningar alls." Men som meningen står här, kan vi inte sätta in "alls". Han har några tidningar alls är omöjligt att säga och därför skall vi använda "some". "He has got some newspapers."

B

I texten som vi just läste mötte vi ordet "somebody" många gånger. Den största björnen sa t ex "Somebody has opened the door. Någon har öppnat dörren." Han sa också: "Something is wrong. Något är på tok. Eller: Någonting är på tok." Flickan sa inte tack, när hon sprang sin väg. "She didn´t say anything. Hon sa inte något. Eller: Hon sa inte någonting." Hon talade inte om vad hon upplevt för sina föräldrar: "She didn´t tell anybody. Hon talade inte om det för någon." I den här texten möter vi alltså orden "somebody", "anybody", "something"och "anything" för första gången i den här lektionsserien. Titta nu på det röda papperet märkt med sidan 6 A .... sidan 6 A .... /////
Här kan du se två tabeller. Med ledning av den första tabellen kan vi göra tre engelska meningar: "There is some fruit in the garden. Det finns lite frukt i trädgården." "There is somebody in the garden. Det är någon i trädgården." "There is something in the garden. Det är något i trädgården." Här använder vi "some", "somebody" och "something" därför att vi inte kan sätta in våra hjälpord i meningarna. Vi kan försöka med "alls". "Det är någon alls i trädgården." Nej, så kan vi inte säga. Vi försöker med ett exempel till. "Det finns lite frukt alls i trädgården." Nej, det är lika omöjligt. Det är alltså inte någon tvekan om att vi måste använda "some" och sammansättningar med "some" här. /////
Vi går nu över till tabell nummer två. Från den här tabellen kan vi göra tre nekande meningar. "There isn´t any milk in the kitchen. Det finns inte någon mjölk i köket." "There isn´t anybody in the kitchen. Det finns inte någon i köket." "There isn´t anything in the kitchen. Det finns inte något i köket." Hur går det att sätta in våra hjälpord här? Vi prövar med "alls". "Det finns inte alls någon mjölk i köket. - Det finns inte alls någon i köket. - Det finns inte alls något i köket." Det går utmärkt. Här skall vi alltså använda "any" och sammansättningar med "any". Från samma tabell kan vi också göra tre frågor. "Is there any milk in the kitchen? Finns det någon mjölk i köket?" "Is there anybody in the kitchen? Finns det någon i köket?" "Is there anything in the kitchen? Finns det något i köket?" Låt oss pröva med ett annat hjälpord här nämligen "något som helst" eller "någon som helst". "Finns det någon som helst mjölk i köket? - Finns det någon som helst i köket? - Finns det något som helst i köket?" Ja, det går fint att sätta in "någon som helst" och det går också bra att sätta in "någon överhuvudtaget", så vi kan vara alldeles säkra på att vi här skall använda "any" och sammansättningar med "any". Som du ser är det för det mesta i nekande och frågande meningar som vi får in våra hjälpord: "någon alls", "någon överhuvudtaget", "någon som helst". Som du har sett av tabellerna heter "någon" när vi menar "någon person" somebody eller anybody. När "något" är lika med "någonting", heter det antingen "something" eller "anything".

C

Låt oss titta lite närmare på några meningar i texten du nyss hörde. De flesta var sådana att du säkert förstod dem. Du kan titta på sidan 10 A, men jag kommer inte att ta upp alla exempel.
Bill frågade: "Is there any food around here? Finns det någon mat i närheten?" "Någon mat" heter "any food" därför att vi kan säga "någon som helst mat". Hans mamma svarar att det finns lite kallt kött på bordet: "There is some cold meat on the table." Här har vi "some" därför att vi inte kan sätta in "något som helst". Det finns något som helst kött på bordet är inte vad Bills mamma menar. Bill tycker sen, att korvarna är för små, så han säger: "I want something else. Jag vill ha något annat." Vi sätter in "alls". "Jag vill ha något annat alls." Nej, det blir inte så bra och därför väljer vi "something" och inte "anything". Bill berömmer därefter sin mamma för att hon lagar så god mat. "You cook better than anybody I know. Du lagar mat bättre än någon jag känner." Här är det lätt att få in "överhuvudtaget". "Du lagar mat bättre än någon jag känner överhuvudtaget." Vi kan också få in "alls", men då måste vi först ändra meningen lite grand. Du lagar mat bättre än någon jag känner är ungefär detsamma som: "Jag känner inte någon som lagar mat så bra." Och här går det utmärkt att sätta in "alls". "Jag känner inte alls någon som lagar mat så bra." "Någon" har alltså i den här meningen betydelsen "någon alls", "någon överhuvudtaget" och vi skall därför använda "anybody".

Lesson 3

Group: Ee

A

Now it´s time to explain a little again, but before we start with something new, let´s see if you remember what we talked about last time. So far we have learnt that we use "any", "anybody", "anything" when we can put in "at all" and that we often can do this in questions and negative sentences. You know already that when we put in the word "not" in a sentence, we make the sentence negative. We say: "He bought something." But what do we say if we put in the word "not"? ///// Yes, we say: "He didn´t buy anything" because here we can put in "at all". Like this: "He didn´t buy anything at all." But there are other words that can make a sentence negative. Look at your green paper called page 7 A ... . sidan 7 A. In the dialogue we just heard Mrs Brown said: "He seldom buys anything. He hardly ever tells me anything. He never does anything." These sentences are negative too because of the words "never", "hardly ever" and "seldom", and we can put in "at all" in these sentences. Listen, please! "He seldom buys anything at all. He hardly ever tells me anything at all. He never does anything at all." On your green paper you have a few more examples. Let´s look at them! First we have a question! "How often does he give you money?" As you can see from your paper, you can answer in three ways. "He seldom gives me any money. He never gives me any money. He hardly ever gives me any money." Here it´s allright to put in "at all". Listen please! "He seldom gives me any money at all. He never gives me any money at all. He hardly ever gives me any money at all." Here we use "any", so fill in "any" on the line, please!

Now look at the next question! "Does he often help other people?" Here again you can give three possible answers: "No, he seldom helps anybody. No, he never helps anybody. No, he hardly ever helps anybody." Here we can put in "at all" again. Listen, please! "He seldom helps anybody at all. He never helps anybody at all. He hardly ever helps anybody at all." So here we must use "anybody". Write out "anybody" on the line, please!

In all these examples we can put in "at all" so we must use "any", "anybody" and "anything". It is very easy to put in "at all" here because the words "never", "hardly ever" and "seldom" make the sentence negative.

B

We have already said that we put in "not" to make a sentence negative. But we have also said that "never", "hardly ever" and "seldom" make a sentence negative too, and because of this it´s easy to put in "at all". That´s why we use "any", "anybody" and "anything" in sentences like these. Another word with negative meaning is "without". Look at your green paper called page 9 A .... sidan 9 A. ///// Here we will look at a few examples together. The first example is this: "He came to school.- He had no books." If we change these two sentences into one sentence and put in the word "without" we get the following sentence: "He came to school without any books." We can say: "He came to school without any books at all", so it´s clear that we must have "any" and not "some". Can you change the next sentence in the same way and fill in the missing word? ///// Yes, that´s right! You say: "He went to the cinema without any money". We can say: "He went to the cinema without any money at all." Look at the next two sentences! "He sold the car.- He told nobody." These two sentences can be changed into one if we put in the word "without". We would then say: "He sold the car without telling anybody." We can put in "at all". "He sold the car without telling anybody at all." How would you change the next two sentences? ///// Yes, you would say: "He went away without telling anybody." (without telling anybody at all) Look at the next example, please! "He looked everywhere.- He found nothing". If we change it into one sentence we would say: "He looked everywhere without finding anything." (without finding anything at all) How would you change the next sentence? ///// Yes, you say: "He went away without saying anything." Can you put in "at all"? Try! ///// Yes, you can say: "He went away without saying anything at all."

In these examples, then, we have used "any", "anybody" and anything" because we can put in the word "at all" and it´s easy to do this because "without" makes the sentence negative.

C

Now let´s see if you can remember a few examples from the conversation between Roger and the girl at the hotel. The girl asked Roger this: "Did you see anybody in the room?" Here we use "anybody" because we can put in "at all". Try it! ///// Yes, we can say: "Did you see anybody at all in the room?" It works fine. Roger answered that he couldn´t see anybody, but that he could hear somebody. Here we use "somebody" because we can´t put in "at all". If we want to put in "at all" here we must first change the sentence. If we put in not and say: "I couldn´t hear anybody" we can put in at all and say: "I couldn´t hear anybody at all." We can also put in "at all" if we change the sentence into a question. "Could you hear anybody at all?" That´s why we often use "any" in questions and negative sentences.

But let´s go back to the hotel again! The girl thought that it was strange that Roger had heard somebody. She didn´t believe him. What did she say? Well, she said: "There aren´t any other guests in the hotel." Here we use "any". Why? ///// Yes, we can put in "at all". "There aren´t any other guests at all."

But Roger was quite sure so he said: "I heard somebody in number 13." Here we use "somebody" because we can´t put in "at all".

Roger said that he knocked on the door after that. The girl said: "Did anybody open? Here we use "anybody". Why? ///// Yes, because we can say: "Did anybody at all open?" At last Roger tells her what he saw when he opened the door. "I couldn´t see anybody", he says. Here we use anybody and why? ///// Yes, because you can say: "I couldn´t see anybody at all."

Group: Es

A

Nu är det dags att förklara lite igen. Innan vi börjar med det nya, tar vi och repeterar lite grand. Hittills har du lärt dig att använda "any", "anybody" och "anything", när du kan få in betydelsen "någon alls", "någon som helst" och "någon överhuvudtaget" och att detta ofta går bra i frågor och i nekande meningar. Du vet redan, att när du sätter in "inte" i en mening, så gör du meningen nekande. Om vi har en svensk mening t ex. "Han köpte någonting" och vill överföra den till engelska så säger vi: "He bought something." Om vi vill påstå motsatsen dvs. "Han köpte inte någonting", så heter detta: "He didn´t buy anything. - Han köpte inte någonting alls." Att sätta in ordet "not" är det normala när vi vill göra en mening nekande. Men det finns även andra sätt. Titta nu på det röda papperet märkt med sidan 7 A .... sidan 7 A. ///// Här skall vi möta några andra ord som också gör meningen nekande eller ger den en nekande innebörd. I övningen du gjorde alldeles nyss sa du bl a följande: "He seldom buys anything. - Han köper sällan någonting." Här kan vi också mycket riktigt sätta in "alls" och säga: "Han köper sällan någonting alls." "He hardly ever tells me anything. - Han berättar nästan aldrig någonting för mig." Det går att säga: "Han berättar nästan aldrig någonting alls för mig." "He never does anything. - Han gör aldrig någonting." Vi kan säga: "Han gör aldrig någonting överhuvudtaget eller han gör aldrig någonting alls." Det går alltså bra att sätta in våra hjälpord i meningar som innehåller orden "never" - aldrig, "hardly" - knappast, "hardly ever" - nästan aldrig och "seldom" - sällan. I meningar med dessa ord, är det alltså vanligt att vi har "any" och sammansättningar med "any". På det röda papperet har du ytterligare några exempel. Först har vi en fråga: "How often does he give you money?" Som du kan se på papperet kan du svara på tre olika sätt. Tänk efter och säg svaren. ///// Ja, meningarna blir alltså så här: "He seldom gives me any money. - Han ger mig sällan några pengar." Vi kan sätta in "alls". "Han ger mig sällan några pengar alls." "He never gives me any money. - Han ger mig aldrig några pengar." Sätt in "alls". ///// Just det! "Han ger mig aldrig några pengar alls." "He hardly ever gives me any money. - Han ger mig nästan aldrig några pengar." Sätt in "överhuvudtaget"! ///// Just det! "Han ger mig nästan aldrig några pengar överhuvudtaget." I alla de här meningarna skall alltså några heta "any". Skriv därför ut "any" på raden. /////

Titta nu på nästa fråga. "Does he often help other people?" Här kan du återigen ge tre möjliga svar. Tänk efter och säg svaren. ///// Så här blir det alltså. "No, he seldom helps anybody. - Nej, han hjälper sällan någon." Sätt in "överhuvudtaget". ///// Just det! "Han hjälper sällan någon överhuvudtaget." "No, he never helps anybody. - Nej han hjälper aldrig någon." Vi kan sätta in "överhuvudtaget" igen och får då: "Han hjälper aldrig någon överhuvudtaget." Den sista meningen kan du säkert klara av själv. ///// I alla dom här meningarna betyder alltså **någon**, "någon alls" eller "någon överhuvudtaget" och heter därför "anybody". Skriv därför ut "anybody" på raden. ///// För att sammanfatta kan vi säga, att vi här använder "any", "anybody" och anything", därför att det går utmärkt att sätta in "någon alls", "någon som helst" eller "någon överhuvudtaget" och i meningar där detta är möjligt skall vi använda "any" och sammansättningar med "any". Att det går så bra att sätta in våra hjälpord beror på att "never", "hardly" och "seldom" gör meningen nekande.

B

Du har redan lärt dig att använda "any", "anybody" och "anything" i meningar som blir nekande genom att de innehåller orden "not", "never", "hardly" och "seldom". I sådana meningar betyder någon "någon alls", "någon som helst" eller "någon överhuvudtaget". Ett annat ord med nekande betydelse är "without" - utan. Titta nu på det röda papperet märkt med sidan 9 A .... sidan 9 A. Vi tittar på exemplen tillsammans. Jag läser det första exemplet. "He came to school. - He had no books." Om vi gör om dessa **två korta** meningar till en mening och sätter in ordet "utan" får vi följande: "He came to school without any books." Det är inte alls konstigt att vi har "any" här för det går väldigt fint att säga: "Han kom till skolan utan några böcker alls." Hur ändrar du nu nästa två meningar: "He went to the cinema. - He had no money." ///// Just det! Den låter så här: "He went to the cinema without any money." Det går bra att sätta in "alls". "Utan några pengar alls." Skriv ut "any". /////

Nu tittar vi på nästa två meningar tillsammans. "He sold the car. - He told nobody." Om vi ändrar den på samma sätt som förut blir det: "He sold the car without telling anybody. - Han sålde bilen utan att tala om det för någon." Dvs "någon alls" eller "någon överhuvudtaget". Nu skall du ändra följande meningspar och fylla i det utelämnade ordet. ///// Ja, meningen blir så här: "He went away without telling anybody. - Han gick sin väg utan att tala om det för någon." Dvs utan att tala om det för någon alls. Skriv ut "anybody" om du inte redan gjort det. ///// Så går vi över till nästa två meningar. "He looked everywhere. - He found nothing." Om vi gör samma ändring som förut, får vi följande mening: "He looked everywhere without finding anything. - Han letade överallt utan att finna något." Dvs utan att finna någonting alls. Nu skall du ändra nästa två meningar och skriva ut det utelämnade ordet. /////

Så här blir meningen: "He went away without saying anything. - Han gick sin väg utan att säga något." Dvs utan att säga något alls. Skriv ut "anything". /////

I alla de här exemplen har vi alltså använt "any", "anybody" och "anything" därför att vi har betydelsen "någon alls", "någon överhuvudtaget", "någon som helst" och att det går så fint att sätta in dessa ord beror på att "utan" - without gör meningarna nekande.

C

Nu skall vi se om du kommer ihåg några exempel från samtalet mellan Roger och flickan på hotellet. Hon frågade Roger om han såg någon i rummet. "Did you see anybody in the room?" Varför heter "någon" "anybody" här? ///// Just det! Vi kan säga: "Såg du någon alls i rummet" eller "såg du överhuvudtaget någon i rummet?" Roger svarade: "Jag såg inte någon." Kommer du ihåg vad detta heter på engelska? ///// Just det! "I didn´t see anybody." Varför väljer du anybody och inte somebody? ///// Jo, vi kan säga: "Jag såg inte någon alls" eller "jag såg inte någon överhuvudtaget."
Roger sa sen: "Men jag hörde någon." Vad skulle detta heta på engelska? ///// Javisst! "I heard somebody." Någon heter här "somebody" för vi kan ju inte gärna säga: "Jag hörde någon alls". Flickan på hotellet tyckte detta var underligt för som hon sa: "Det finns inte några andra gäster på hotellet." Hur skulle du återge detta på engelska? ///// Ja, det heter mycket riktigt: "There aren´t any other guests in the hotel." Vi kan säga: "Det finns inte några andra gäster alls." Några heter därför "any". Precis som vi skall vänta oss. Lyssna nu på följande meningar. Efter varje mening gör jag en kort paus och i pausen kan du säga varför vi använder "somebody" eller "anybody" i de här exemplen.
"I heard somebody in number 13." ///// Ja, vi kan inte sätta in "någon alls" här. Vi kan inte säga: "Jag hörde någon alls i rummet."
"Did anybody open the door?" ///// Här kan vi sätta in "överhuvudtaget". "Öppnade någon överhuvudtaget dörren?"
"I couldn´t see anybody." ///// Här kan vi sätta in "någon alls". "Jag kunde inte se någon alls."

Lesson 4

Group: Ee

A

In the text you just heard we had many examples where we used "some". Listen to some of these examples again!

"I must get some sleep."
"You only have some dusting to do."
"I´m going to meet some important people."
"We are going to discuss some important business."
"Give him some water!"

In all these examples we use "some" because we can´t put in "at all" in these sentences.

Now let´s listen to a few examples where we use "any" and "anything". I´m sure you will hear the difference.

"We won´t get any sleep at all."
"I don´t know anything about babies."
"He doesn´t want any water."
"He doesn´t want any milk either."
"He didn´t want any juice."
"I hope there isn´t anything wrong with him."

In these sentences we use "any" and "anything" because we can put in our help word "at all". In the first example we don´t have to put in "at all". It is there already. "Let´s say these examples again. I say them first and you say after me.

"We won´t get any sleep at all."
"I don´t know anything about babies."
"He doesn´t want any water."
"He doesn´t want any milk either."
"He didn´t want any juice."
"I hope there isn´t anything wrong with him."

In this text there is only one example that is a little different from the other examples we have had. Mr Brown says: "Anything you say." You may find it difficult to put in "at all", but it can be done. We can say: "Anything at all you say." You see when Mr Brown says "Anything you say" he means: "I will do whatever you say or I will do anything at all you say." Here is another example: "I´ll give you anything you want." It means: "I´ll give you whatever you want or I will give you anything at all that you want." So this is an example, where we can put in "at all" even if the sentence is not negative and not a question. You will meet more examples like this later on.

B

Earlier I have told you to use "any" when you can put in "at all" and that we often can do this in questions. But in the dialogue you just listened to, you heard the waiter in the restaurant ask questions like these:
"Would you like some grape-fruit?"
"Would you like some cold fish?"
"Would you like some juice?"
From these examples you see that we use "some" in this type of questions. Here we could put in "at all", but when we want to give a person some grape-fruit, we don´t mean any grape-fruit at all, but just the sort of grape-fruit we have. So it´s normal to use "some" here and therefore we say in English: "Would you like some grape-fruit?"
Now look at your green paper called page 8 A .... sidan 8 A. ///// Here we have a few more examples. I´ll read the first example: "If you like you can have some water." What can we say if we change this into a question? ///// Yes, we say: "Would you like some water?" Let´s look at the other examples too! "If you like you can have some tea." We can say the same thing in another way. How? ///// Yes, we can say: "Would you like some tea?" "If you like you can have some coffee." What can you say instead? ///// Yes. "Would you like some coffee?" Let´s look at the next example! "If you like you can have some bacon." How could you say that in another way? ///// Yes. "Would you like some bacon?" An then the last example: "If you like you can have some eggs." What can we say instead? ///// Right! "Would you like some eggs?"
What you must remember then is this: In questions that begin with: "Would you like?" We use "some", because "any" would give a very unusual meaning.

C

I´m sure you remember that we have "some" in questions that begin with "Would you like?" Now we are going to look at another question where we also have "some". In the dialogue you just heard, Mr Brown often said things like these:
"Why don´t we grill some steak?"
"Why don´t we fry some bacon?"
"Why don´t we boil some potatoes?"
Let´s see if we can put in "at all". "Why don´t we grill some steak at all?" We don´t say that, and that´s why we use "some". I think you will understand this better, if we look at the meaning of the sentence. What Mr Brown means is this: "I think we could grill some steak or Let´s grill some steak." He says, "some steak" because he doesn´t mean "any steak at all", but the steak he hopes they have at home.
Now look at your green paper, please! Page 11 A .... sidan 11 A. ///// Here we can find some more examples of this. Instead of "I think you should ask somebody else" we can say: "Why don´t you ask somebody else?" Instead of "I think you could try something else" we can say: "Why don´t you try something else?" Instead of "Let´s try to make some money" we can say: "Why don´t we make some money?" Instead of "I think we should buy some new records" we can say: "Why don´t we buy some new records?"
Now let´s listen to these examples again. I say them first and you say after me:
"Why don´t you ask somebody else?" /////
"Why don´t you try something else?" /////
"Why don´t we make some money?" /////
"Why don´t we buy some new records?" /////
Fine!
Remember, then, that we have "some", "somebody" and "something" in questions starting with Why don´t ...?

Group: Es

A

Nu skall vi ta och repetera lite grand så du inte glömmer bort hur vi använder "some" och "any". I samtalet mellan herr och fru Brown fanns det rätt många exempel med "some". Låt oss lyssna på en del av dem igen.
"I must get some sleep."
"You only have some dusting to do."
"I´m going to meet some important people."
"We are going to discuss some important business."
I alla dom här exemplen använder vi "some" och "something" därför att vi i det här sammanhanget inte kan sätta in våra hjälpord "alls" eller "överhuvudtaget". Som jämförelse skall du nu få lyssna på några exempel, där vi använder "any" och "anything".
"We won´t get any sleep at all."
"I don´t know anything about babies."
"He doesn´t want any water."
"He didn´t want any juice."
Här använder vi "any" och "anything" därför att vi kan sätta in hjälpordet "alls". Låt oss lyssna på dem igen. Jag säger dem först och du säger efter:
"We won´t get any sleep at all." /////
"I don´t know anything about babies." /////
"He doesn´t want any water." /////
"He didn´t want any juice." /////
Bra! Hittills har vi talat om sådant som du redan vet, men i samtalet mellan herr och fru Brown finns det ett exempel, som kanske är lite svårare att förstå av dom förklaringar jag gett hittills. Herr Brown säger på ett ställe: "Anything you say." Här har vi "anything" fast du kanske tycker att det är lite svårt att sätta in "någonting alls". "Någonting alls du säger", är ju konstig svenska. Jag föreslår att vi i stället säger "vad som helst". "Vad som helst som" du säger, går ju bra att säga. Jag kan ge ytterligare ett exempel: "I´ll give you anything you want." Jag skall ge dig "vad som helst som" du vill ha. I båda de här exemplen betyder "anything" "vad som helst som". Det är första gången vi möter denna betydelse, men du skall få många fler exempel i en kommande lektion.

B

Tidigare har du lärt dig att använda "any" och sammansättningar med "any" när vi har betydelsen "någon som helst", "någon alls" och att denna betydelse är vanlig i frågor. Men om du lyssnade noga på dialogen du nyss hörde så uppfattade du kanske att kyparen på restaurangen hela tiden ställde frågor av den här typen:
"Would you like some grape-fruit?"
"Would you like some cold fish?"
"Would you like some juice?"
Varför använder vi inte "any" i de här frågorna? Ja, du minns ju att "any" betyder "något som helst" och när vi t ex säger: "Skulle du vilja ha något kaffe", så menar vi inte "något kaffe som helst" eller "vilket kaffe som helst". Vi menar det kaffe som vi har hemma, och kanske just har kokat. Därför använder vi här "some" på engelska och säger: "Would you like some coffee?"
Titta nu på det röda papperet sidan 8 A ...... sidan 8 A. ///// Här kan du se några fler exempel. Till vänster har jag skrivit följande mening: "If you like you can have some water." Här använder vi förstås "some" på engelska, för det skulle vara konstigt om vi menade att om du vill, kan du få något vatten alls. Vi kan uttrycka precis samma sak på ett annat sätt, nämligen: "Would you like some water?" Låt oss nu titta på nästa exempel. "If you like you can have some tea." Vi kan säga samma sak på ett annat sätt. Hur då? ///// Just det! Vi kan säga: "Would you like some tea?" Nästa exempel! "If you like you can have some coffee." Vi kan säga samma sak på ett annat sätt. Hur då? ///// Just det! "Would you like some coffee?" Och så hoppar vi över ett exempel och tar det sista: "If you like you can have some eggs." Vad kan vi säga här i stället? ///// Just det! Vi kan säga: "Would you like some eggs?"
Jag hoppas att du nu förstår att vi inte använder "any" i dom här exemplen, därför att "any" skulle ge en betydelse som är mycket ovanlig i det här sammanhanget.

C

För en stund sedan talade vi om meningen: "Would you like some coffee?" Sedan sa vi att vi här använder "some" därför att "any" skulle ge meningen en betydelse, som vi vanligen inte avser. Nu skall vi titta lite närmare på en annan fråga, där vi också använder "some". För att göra det, måste vi gå tillbaka till samtalet mellan herr Brown och hans fru. Du kommer säkert ihåg att herr Brown sa så här: "Why don´t we fry some bacon? - Varför steker vi inte lite bacon?" Kan vi använda "any" här? För att pröva kan vi sätta in "alls" eller "någon som helst". Låt oss försöka! "Varför steker vi inte någon bacon alls? - Varför steker vi inte någon som helst bacon?" Ja, så kanske vi skulle kunna säga, men det är säkert inte vad herr Brown menar. Han tänker inte på någon som helst bacon utan på den bacon han hoppas att dom har hemma, och därför använder han också "some" och säger: "Why don´t we fry some bacon?"
Titta nu på det röda papperet så skall du få några fler exempel. Sidan 11 A ... . sidan 11 A. ///// Till vänster har jag skrivit: "I think you should ask somebody else." Kan du säga samma sak på ett annat sätt? ///// Just det! Vi kan säga: "Why don´t you ask somebody else?" Och så läser jag nästa exempel: "I think you could try something else." Kan du säga denna mening på ett annat sätt? ///// Ja, vi kan säga: "Why don´t you try something else?" Och så ser vi på nästa mening: "Let´s try to make some money." Hur skulle du säga detta om du börjar med Why don´t ...? ///// Ja, vi säger förstås: "Why don´t we make some money?" Och nu har vi kommit till den sista meningen. Hur skulle du säga den på lite annat sätt? ///// Just det! "Why don´t we buy some new records?" Vad vi sagt här, är alltså precis detsamma som vi sagt många gånger tidigare, nämligen att vi använder "some","somebody" och "something" när vi inte vill lägga in betydelsen "någon alls", "någon som helst", "någon överhuvudtaget".

Lesson 5

Group: Ee

A

You remember, I hope, that the girl at Hilltop Hotel said: "I like biscuits more than anything else." We say "anything" here and can you tell me why? Yes, we can put in "at all" and say: "She likes biscuits more than anything else at all." This means that there isn´t anything at all that she likes so much as biscuits.

Let´s look at some more examples! Look at your green paper called page 6 A ... . sidan 6 A. ///// Look at the first example, please! "He speaks better English than anybody else I know." It´s a little difficult to put in "at all" here, but how can we say this sentence in another way? ///// Yes, we can say: "I don´t know anybody who speaks English so well", and in this sentence it´s easy to put in "at all". "I don´t know anybody at all who speaks English so well." Look at the next example, please! "She sings better than anybody else I´ve heard." Can you change this sentence so that we can put in "at all"? ///// Yes, that´s right. We can say: "I have not heard anybody else at all who sings so well."

Now, look at the table (titta på tabellen) you have on your green paper. ///// There you will find some more examples. Now I´m going to ask you questions and if you look at the table you will find a good answer. Let´s try it!

"How does she work? ///// She works more than any girl I know."

Here is the next question:

"How does she dance? ///// She dances better than any girl I know."

And the next question!

"How does she drive? ///// She drives faster than any girl I know."

And the last question!

"How does she play? ///// She plays worse than any girl I know."

In all these examples it´s easy to put in "at all" if we change the sentence a little and say it in another way. Do you know how? ///// Yes, we can say: "I don´t know any girl at all who works so much." We can do the same with the other examples. But look at the table again! You see here that we have "any" in these sentences after words like "more than", "better than", "faster than" and "worse than". Perhaps it´s easier for you to remember this sentence type if you think of this. Well, before we stop this, let´s say these examples again! I say them first and you say after me:

"She works more than any girl I know." /////

"She dances better than any girl I know." /////

"She drives faster than any girl I know." /////

"She plays worse than any girl I know." /////

B

Look at your green paper, please! Called page 9 A .... sidan 9 A. /////
Here you can see two tables (två tabeller). Look at the first one, please!
I am going to ask questions and you can find the answers in the table. I am going to wait a little before I answer, so you have time to answer too, if you want to. Listen, please! Here is the first question!

"May I come tomorrow? ///// Yes, you may come any time you like."
"May I use this pencil? ///// Yes, you may use any pencil you like."
"May I borrow this book? ///// Yes, you may borrow any book you like."
"May I ride this horse? ///// Yes, you may ride any horse you like."

In all these examples we have used "any". Here any means: "it does not matter which". So you may borrow any book means that "it does not matter which book you borrow", or "you can borrow any book at all."
Look at the second table, please! ///// Again I´m going to ask questions and as before you can find the answers in the table. I am going to wait a little before I answer, so you will have time to answer too, if you want to. Listen, please! Here is the first question!

"Is the book difficult to read? ///// No, it´s so easy that anybody can read it."
"Is the game difficult to play? ///// No, it´s so easy that anybody can play it."
"Is the boat difficult to sail? ///// No, it´s so easy that anybody can sail it."
"Is the car difficult to drive? ///// No, it´s so easy that anybody can drive it."

In all these examples we have used "anybody". Here "anybody" means almost the same as "everybody". The book is so easy that "you can´t find any person at all who can´t read it."
In one of the earlier lessons we had an example where we used "anything" with this meaning. The example was this: "I will do anything you say." It means: "I´ll do anything at all that you say" or "I will do whatever you say." Listen to another example! "You can have anything you want." This means, then, that "you can have anything at all that you want" or "you can have whatever you want."
As you remember we can often put in "at all" in negative sentences and in questions and that´s why we use "any", "anybody" and "anything" in negative sentences and in questions. But we know now that they are also used in other sentences. Listen to these examples.

"You can come any time you like."
"Anybody can drive it."
"Anything you say."

Perhaps you can hear that when I say these examples I stress (betonar jag) "any", "anybody" and "anything" more than usual. Listen again! and say after me:
"You can come any time you like." ///// "Anybody can drive it." /////
"Anything you say." /////

Group: Es

A

Nu skall vi titta närmare på en mening som fanns i texten du hörde för en stund sedan. Du kommer kanske ihåg att flickan på Hilltop Hotel sa så här: "I like biscuits more than anything else." Här heter någonting "anything" och det kanske först är lite svårt att förstå varför. Men vi kan ju faktiskt säga: "Jag tycker om biscuits mer än någonting annat överhuvudtaget." Här får vi alltså lätt in ett av våra hjälpord. Vi kan också säga: "Jag tycker mer om biscuits än någonting annat alls." Så här är det ingen tvekan om att vi skall ha "anything" och inte "something". Vi skall nu titta på ytterligare några exempel. Slå upp det röda papperet som är märkt med sidan 6 A .... sidan 6 A. ///// Titta på det första exemplet! "He speaks better English than anybody else I know. - Han talar bättre engelska än någon annan jag känner." Vi prövar med att sätta in "någon som helst". "Han talar bättre engelska än någon som helst annan jag känner." Eftersom meningen tydligen har denna betydelse skall vi använda "anybody" på engelska. Detta blir ännu tydligare om du ändrar meningen så som du kan se till höger: "I don´t know anybody who speaks English so well. - Jag känner inte alls någon som talar engelska så bra." Titta nu på nästa exempel! ///// "She sings better than anybody else I´ve heard. - Hon sjunger bättre än någon som helst annan jag hört." Även här kan vi ändra meningen så som du kan se till höger. "I haven´t heard anybody who sings so well. - Jag har inte hört någon alls som sjunger så bra."
Nu skall vi titta ett tag på tabellen som du har lite längre ner på samma sida. Om jag nu ställer en fråga på engelska så kan du säkert hitta ett lämpligt svar i tabellen. Försök säga svaret! Här kommer frågan!
"How does she work? ///// She works more than any girl I know."
Nu tar vi nästa fråga!
"How does she dance? ///// She dances better than any girl I know."
Och så tar vi nästa fråga!
"How does she drive? ///// She drives faster than any girl I know."
Och så den sista frågan!
"How does she play? ///// She plays worse than any girl I know."
I alla dom här exemplen betyder alltså any "någon överhuvudtaget". "Hon arbetar mera än någon flicka överhuvudtaget som jag känner."
Om du nu tittar lite närmare på tabellen, så ser du också att "any" här står efter en speciell sorts ord, nämligen "more than", "better than", "faster than", "worse than" eller på svenska "mera än", "bättre än", "fortare än", "sämre än". Det kanske blir lättare för dig att känna igen denna meningstyp, om du har detta som ytterligare kännemärke. Ja, nu hoppas jag att du har förstått varför flickan sa: "I like biscuits more than anything else."

B

Titta nu på det röda papperet märkt med sidan 9 A .... sidan 9 A. Här kan du se två tabeller. Titta på den första! Jag skall nu ställa några frågor på engelska och du kan finna svaren i tabellen. Jag väntar lite, innan jag själv svarar, så om du vill, hinner du svara först. Lyssna noga! Här kommer första frågan.

"May I come tomorrow? ///// Yes, you may come any time you like."

"May I use this pencil? ///// Yes, you may use any pencil you like."

"May I borrow this book? ///// Yes, you may borrow any book you like."

"May I ride this horse? ///// Yes, you may ride any horse you like."

I alla dom här exemplen använder vi "any", trots att det är lite svårt att sätta in "någon alls" eller "någon som helst". Här sätter vi i stället in "vilken som helst". "You may ride any horse" betyder alltså på svenska: "du kan rida vilken häst som helst."

Titta nu på den andra tabellen. ///// Liksom tidigare ställer jag frågor och du kan finna svaren i tabellen. Jag väntar lite med svaret för att du skall hinna med att svara också. Här kommer första frågan!

"Is the book difficult to read? ///// No, it´s so easy that anybody can read it."

"Is the game difficult to play? ///// No, it´s so easy that anybody can play it."

"Is the boat difficult to sail? ///// No, it´s so easy that anybody can sail it."

"Is the car difficult to drive? ///// No, it´s so easy that anybody can drive it."

I alla de här exemplen använde vi "anybody". Som du säkert redan förstått betyder "anybody" här "vem som helst" "Anybody can understand it", betyder alltså: "vem som helst kan förstå det."

Som du kanske kommer ihåg, hade vi i en av de tidigare lektionerna "anything" med ungefär denna betydelse. " nything may happen", betyder alltså: "vad som helst kan hända." För att sammanfatta kan vi alltså säga att "any", "anybody" och "anything" har betydelsen "någon alls", "någon som helst", "vem som helst", "vad som helst", "någon överhuvudtaget". Denna betydelse är vanligast i frågande och nekande satser, men den förekommer också i meningar av följande typ:

"You can come any time you like. - Du kan komma närhelst du vill."

"Anybody can drive it. - Vem som helst kan köra den."

"Anything you say. - Vadhelst du säger."

Kanske du kan höra att när jag säger de här exemplen så betonar jag "any", "anybody" och "anything" mer än vanligt. Lyssna igen!

"You can come any time you like."

"Anybody can drive it."

"Anything you say."

Lesson 6

Group: Ee

A

Let´s look a little at some examples from the text you just heard. You remember that Roger was a little afraid because: "He had never met anything like this before." We can say that "he had never met anything at all like this before" - so it is clear that we must use "anything" and not "something". And another example: Roger looked out of the window but: "It was still too dark to see anything." We can put in "at all" here and say: "It was still too dark to see anything at all." Here we must use "anything" again. Then Roger poured a cup of tea and "He drank some of it." Here we must have "some" because we can´t put in "at all" in this sentence.

Let´s look at a few more examples! Look at your green paper! Called page 3 A .... sidan 3 A. ///// Here we can see some more examples. You have two tables in front of you. Look at the first, please! I ask a question first and then you can find the answer in the table. I wait a little before I answer so you have time to answer too. ///// Listen! Here is the first question. "Did you read all the books? ///// We find the answer in the table. "No, I didn´t read any of them." Let´s go on.

"Did you eat all the cakes? ///// No, I didn´t eat any of them."

"Did you do all the exercises? ///// No, I didn´t do any of them."

Fine! We have "any" here because we can put in "at all" and say: "I didn´t do any of them at all."

Let´s look at the second table! Here you can see how we answer these questions if we don´t answer with a negative sentence. Listen, please! Here is the first question. As usual I´ll give you time to answer too.

"Did you read all the books? ///// No, but I read some of them."

"Did you eat all the cakes? ///// No, but I ate some of them."

"Did you do all the exercises? ///// No, but I did some of them."

In these sentences we can´t put in "at all" so we must use "some".

In all these examples you see that we can use "some" and "any" before of. We can say some of, any of.... But we can never say "somebody","anybody", "anything" before of.

B

Now we have almost come to the end of these lessons and I think it´s time we repeated the things we have learnt. Look at your green paper, called 7 A ... . sidan 7 A. ///// On your paper you can see some examples but I have left out some words. Let´s see if you can fill in the words! I will help you with the first two examples. /////

"There is some milk in the bottle."

"There isn´t any milk in the glass."

Now you fill in the other words and I´ll wait a little while you write. /////

Now, let´s go on! I´ll read the examples, and you say them after me.

"I can see some boys. - I can´t see any girls."

"She made some coffee. - She didn´t make any tea."

"There isn´t anybody in the house. - But there is somebody in the car."

"There isn´t anything we can do. - But there is something we can say."

"She didn´t make any tea. - Did she make any coffee?"

"We saw nothing in the room. - Did you see anything in the garden?"

As you remember we say and write "any", "anybody", "anything" when we can put in "at all" and we can often do this in negative sentences and in questions.

C

Now look at your green paper, called page 13 A .... sidan 13 A. ///// On this paper you have some questions to the left and some answers to the right. In the answers I have left out a few words. Let´s see if you can fill in the missing words. I´ll give you a minute to do that. ///// Well, let´s go on! Here are the right answers. I say them first and then you say after me. Listen, please!

"He often forgets something. - Yes, he never remembers anything."

"He came to the theatre. He had no tickets. - He came to the theatre without any tickets."

"How does she dance? - She dances better than any girl I know."

"Is it difficult to understand? - No, anybody can understand it."

"Can I have whatever I want? - Yes, you can have anything you want."

Remember that we use "any", "anybody", "anything" when we can put in "at all". In the first two examples it´s easy to put in "at all".

"He never remembers anything at all."

"He came without any tickets at all."

In the next example it´s more difficult to put in "at all". But we can do it if we change the sentence a little. We can say: "I don´t know any girl at all who dances so well." Look at the next example, please! Here we can say: "Anybody at all can understand it." Here "anybody" means the same as everybody, or it doesn´t matter who. Let´s look at the last example!

"You can have anything you want." Here "anything" means that you can have whatever you want. It doesn´t matter.

A

Vi skall ta och titta på några meningar från texten du nyss hörde. Roger kände sig lite illa till mods, för han hade aldrig mött något liknande förut. "Han hade aldrig mött något liknande förut." Vad skulle detta heta på engelska? ///// Ja, vi säger: "He had never met anything like this before." "Någonting" heter alltså i den här meningen "anything" och vad beror det på? ///// Just det! Meningen betyder: "Han hade aldrig stött på något liknande överhuvudtaget."

Vi tittar nu på en annan mening. Roger tittade ut genom fönstret men: det var för mörkt för att han skulle kunna se någonting.. "Det var för mörkt för att han skulle kunna se någonting." Kommer du ihåg hur denna mening lät på engelska? ///// Ja, vi kan säga: "It was too dark to see anything." Här heter någonting "anything" och eftersom vi kan säga: "det var för mörkt för att se någonting alls", är detta inte särskilt konstigt. Det stämmer precis med vad vi sagt tidigare. Vi går vidare:

Roger hällde upp lite te och drack en del av det. "He drank some of it." Tidigare har vi inte haft så många exempel där vi har "some" före of, men nu skall vi titta på lite fler exempel. Slå upp det röda papperet märkt sidan 3 A .... sidan 3 A. ///// Du har nu två tabeller framför dig. Titta på den första! Nu kommer jag att ställa frågor och du kan finna svaren i tabellen. Innan jag själv svarar, gör jag en paus, så du skall hinna svara först. Här kommer första frågan!

"Did you read all the books? ///// No, I didn´t read any of them. - Jag läste inte några av dem överhuvudtaget."

"Did you eat all the cakes? ///// No, I didn´t eat any of them."

"Did you do all the exercises? ///// No, I didn´t do any of them."

Bra! Låt oss nu gå över till nästa tabell. Här skall vi se hur vi besvarar samma frågor, om vi inte svarar med en nekande mening. Här kommer första frågan, och du finner svaren i den andra tabellen. Är du med?

"Did you read all the books? ///// No, but I read some of them."

"Did you eat all the cakes? ///// No, but I ate some of them."

"Did you do all the exercises? ///// No, but I did some of them."

I de här svaren kan vi inte sätta in "alls" eller "överhuvudtaget"! Låt oss pröva! "Läste du alla böckerna? - Nej, men jag läste några av dem alls." Nej, det är en betydelse som vi inte kan tänka oss. Därför använder vi "some" och inte "any".

Om du tittar på papperet igen, kan vi lägga märke till ytterligare en sak. Av exemplen ser du att vi kan använda "some" och "any" framför of. Vi kan säga "some of", "any of". Vi kan däremot aldrig använda "somebody","something", "anybody" och "anything" framför of.

B

Nu har vi nästan kommit till slutet på dessa lektioner och vi skall ta och repetera vad vi har lärt oss. Titta på det röda papperet märkt med sidan 7 A .... sidan 7 A. ///// På den här sidan har jag skrivit några meningar, men jag har utelämnat några ord här och där. Nu skall vi se om du kan fylla i de utelämnade orden. Meningarna hänger ihop parvis och dom skall läsas tvärs över. Jag skall läsa upp de första två exemplen så du ser hur du skall göra.
" There is some milk in the bottle. - There isn´t any milk in the glass."
Nu skall du fylla i de andra utelämnade orden och jag väntar en stund medan du skriver. /////
Nu fortsätter vi, även om du inte är färdig. Jag läser exemplen och du säger efter mig. /////
"I can see some boys. ///// I can´t see any girls."
"She made some coffee. ///// She didn´t make any tea."
"There isn´t anybody in the house. //// But there is somebody in the car."
"There isn´t anything we can do. ///// But there is something we can say."
"She didn´t make any tea. //// Did she make any coffee?"
"We saw nothing in the room. ///// Did you see anything in the garden?"
Som du kommer ihåg använder vi "any", och sammansättningar med "any", när vi kan sätta in "någon alls", "någon överhuvudtaget", "någon som helst" och detta går ofta bra i nekande och frågande satser.
Jag skall nämna en sak till, innan vi går vidare. Du kommer säkert ihåg övningen, där vi sa: "Some books are difficult and some are easy." Hur skulle vi säga på svenska? ///// Ja, vi säger: "En del böcker är svåra, **en del är** lätta." Vi kan också säga somliga **böcker**. När några betyder "en del" eller "somliga" så heter det alltid "some" på engelska.

C

Titta nu på det röda papperet märkt med sidan 13 A .... sidan 13 A. ///// På det här papperet har du några frågor till vänster och svaren till höger. I svaren har jag utelämnat några ord. Nu skall vi se om du kan fylla i de utelämnade orden. Jag väntar en stund medan du skriver. ///// Nu fortsätter vi, även om du inte är färdig. Vi läser alla meningarna tillsammans. Jag läser först och du säger efter:

"He often forgets something. ///// Yes, he never remembers anything."

"He came to the theatre. He had no tickets. ///// He came to the theatre without any tickets.

"How does she dance? ///// She dances better than any girl I know."

"Is it difficult to understand? ///// No, anybody can understand it."

"Can I have whatever I want? ///// Yes, you can have anything you want."

Låt oss nu pröva om vi verkligen kan sätta in våra hjälpord i meningar, där vi har "any" eller sammansättningar med "any". Vi tittar på meningarna i högerspalten igen.

"He never remembers anything. - Han kommer inte ihåg någonting alls."

"He came without any tickets. - Han kom utan några biljetter alls."

"She dances better than any girl I know. - Hon dansar bättre än någon som helst flicka som jag känner." Dvs "Jag känner inte alls någon flicka som dansar så bra."

"Anybody can understand it. - Vem som helst kan förstå det."

"You can have anything. - Du kan få vad som helst."

Det går fint som du ser. Lyssna nu på några exempel. Dom finns inte på ditt papper. Lyssna på exemplet och tänk efter, hur du skulle säga samma mening på svenska.

"You can ask any girl. ///// Du kan fråga vilken flicka som helst."

"You can ask anybody. ///// Du kan fråga vem som helst."

"We can do anything. ///// Vi kan göra vad som helst."

Appendix C

THE PROGRESS TEST

Lärarhögskolan i Göteborg
GUME-projektet
Ingvar Carlsson

Namn

Klass

Skola

Eng. lärare

Engelska - åk 7

Förprov - delprojekt II

Some - any

S eller A

PROV A

I var och en av följande meningar finns det en lucka. Du skall sätta in some, any, somebody, anybody, something eller anything. I stället för att skriva ut hela ordet skall du sätta ett kryss i tillämplig ruta på svarsblanketten.

1. I'm sure I heard - running away.
2. I can't understand why - should want to run away.
3. He ate - of the sandwiches.
4. If it is of - use to you, please take it.
5. He works harder than - man I know.
6. There is - wrong with this door.
7. The lock is so bad that - can open it.
8. Are there - letters for me?
9. No, but there are - postcards.
10. I can't say - else at the moment.
11. You will tell me - day, won't you?
12. I'm sure he didn't want to meet - .
13. Today I have learnt - about English history.
14. Why don't we make - tea?
15. Would you like - milk?
16. Isn't there - coffee left?
17. No, and there isn't - tea either.
18. My money is gone. - has taken it.
19. I haven't seen - people around.
20. I like ice-cream more than - else.
21. There must be - who can help us.
22. I'm looking for - to eat.
23. I don't think that Tom has - work to do.

VÄND!

24. If you aren't careful, you'll be stopped by - policeman or other.

25. Are there - pictures in that book?

26. Yes, there are - but not many.

27. We must do - about it.

28. Don't buy - other than a bicycle!

29. He hardly remembered - of the boys.

30. You are too fat. You don't do - but eat.

31. It's a fact that - people don't like fish.

32. She dances better than - else I know.

33. This is better than - I've ever seen.

34. He plays better than - other boy in his class.

35. I can't help you. You must ask - else.

36. You can buy that in - shop you like.

37. I think he entered without - noticing it.

38. You'll find - to drink in the kitchen.

39. I'm uncertain if there is - money left.

40. Why don't you do - about it?

VÄND INTE BLAD FÖRRÄN DU BLIR TILLSAGD!

PROV B

Du skall läsa igenom följande text och sätta in de utelämnade orden. Du har sex ord att välja mellan, nämligen some, any, something, anything, somebody och anybody.
Den här gången skall Du inte använda svarsblanketten utan skriva ut hela ordet.

Looking for a Job

It's summer. Bill is free from school, but he has a problem. He hasn't __________ money, and he needs __________, because he wants to buy a tape-recorder. Why don't you take a look in a newspaper? says his mother. Perhaps you can find __________ there. All right, thought Bill, it's worth trying. So he read newspapers, but it was a long time before he found __________ at all. When he found __________ at last, he didn't like it. "Young man wanted for work in office." Oh, that's terrible, he thought, this is worse than __________ I ever expected. I must find __________ else. How can __________ expect an intelligent boy like me to do office work? But as I need the money and can't find __________ else, I'm willing to try.
He went to the office, saw a door where he could read MANAGER and knocked. He heard __________ shout "Come in!" and entered. A man was sitting behind a desk with __________ papers in front of him.

Manager: Is there __________ I can do?
Bill: My name is Bright - Bill Bright. I read __________ in a newspaper and I ....
Manager: Oh, I see. You want the job Mr Bright?
Bill Yes, I'd like to make __________ money. How much do you pay?

VÄND!

Manager: Not so fast! Have you done ______________ office work before?

Bill: Yes, I helped my uncle for ______________ time. He sells ice-cream.

Manager: Then you don't work for him ______________ longer? Why did you stop?

Bill: It made me sick.

Manager: The work?

Bill: No, the ice-cream. I didn't do ______________ but eat.

Manager: Well, we make meatballs here, "Mother's Meatballs."

Bill: That's no problem. I couldn't eat your meatballs. I don't know ______________ who can. They're horrible.

Manager: Is that so? Well, did you find office work difficult?

Bill: Difficult? Oh no, ______________ idiot can sit in an office.

Manager: I work in an office.

Bill: I'm sorry! I didn't mean you. I meant other idiots.

Manager: I'm sure you did. If we need ______________ more idiots, I'll let you know. Good-bye Mr. Bright!

VÄND INTE BLAD FÖRRÄN DU BLIR TILLSAGD!

PROV C

Du skall nu läsa igenom ett antal engelska meningar. I en del är orden some, any, somebody, anybody, something, anything, somewhere och anywhere riktigt använda, i andra är de felaktigt använda. Du skall avgöra vilka meningar som är rätt eller fel med avseende på dessa ord. Om två ord med some eller any förekommer måste båda vara rätt, annars är meningen fel. Markera Dina val på svarsblanketten genom att sätta kryss i rutorna.

1. You can use some book you like, it doesn't matter.
2. He writes better than somebody else.
3. Somebody has made a mistake.
4. Somebody can make a mistake.
5. I don't think we can tell anybody about it.
6. Would you like any more chocolate?
7. Why don't you try to make some money?
8. Why don't you ask anybody else?
9. He didn't take all of it, he took something of it.
10. I can see somebody in the room.
11. I'm looking for anybody.
12. I heard somebody, but I couldn't see somebody.
13. Did you find any fruit in the garden?
14. He couldn't find it somewhere.
15. I think she wants anything to eat.
16. It's not likely that there is something we can do.
17. Have you any money left?
18. This is something I can't understand.
19. I can't understand something.
20. He talked for a long time without saying any new.
21. I wonder if they ever sell anything.
22. It looks as if they never sell something.
23. We must look somewhere else.
24. It could happen to anybody.

25. I don't know anybody of these people.

26. He never remembers something.

27. I can't see anything over there.

28. I thought you wanted some tea.

29. Have you any of ice-cream left?

30. He hardly understood something.

31. I can see some cups but not any glasses.

32. He talked for a long time without saying something new.

33. I remember I put some matches on the piano.

34. I don't think there are some matches left.

35. Any colour will do.

36. You look as if you have lost something.

37. If you get lost, ask somebody.

38. We parked the car without some trouble.

39. I don't understand why somebody should want to do that.

40. There aren't any ships on the river.

41. I wonder if there's any I can do.

42. The safe is so old that somebody can open it.

43. He seldom goes anywhere.

44. He never gives me something.

45. I think I left it somewhere else.

46. Then you must look somewhere else, mustn't you?

47. I don't think there is something I can do.

48. It was a long time before he found somebody.

49. Somebody is waiting for you.

50. Who can that be? I'm not expecting anybody.

51. I've never met somebody quite like him.

52. Did you tell him any when you spoke to him?

53. There isn't anybody in the room.

VÄND!

54. He felt that somebody was watching him.
55. Somebody was standing behind the curtains.
56. I found something but I didn't find something useful.
57. The vase had been broken by somebody.
58. Do you know if anything is missing?
59. Don't go there!. Go anywhere else!
60. I can't see any books somewhere in the classroom.
61. I can't see anybody in the car.
62. There is some strange about it.
63. I can't see somebody in the street.
64. There is never any trouble about money.
65. We all know about it. You can ask anybody.
66. You can't find that word in some dictionary.
67. I have never had some trouble with this car.
68. If you knock on the door, somebody will open it.
69. There is anything exciting about her, don't you think?
70. The money can be anywhere in the room.

KEY TO
CORRECT ANSWERS

Svarsblankett till prov A

Sätt kryss i rätt ruta!

Uppgift nr	some	any	somebody	anybody	something	anything
1			X			
2				X		
3	X					
4		X				
5		X				
6					X	
7				X		
8		X				
9	X					
10						X
11	X					
12				X		
13					X	
14	X					
15	X					
16		X				
17		X				
18			X			
19		X				
20						X
21			X			
22					X	
23		X				

Uppgift nr	some	any	some-body	any-body	some-thing	any-thing
24	X					
25		X				
26	X					
27					X	
28						X
29		X				
30						X
31	X					
32				X		
33						X
34		X				
35			X			
36		X				
37				X		
38					X	
39		X				
40					X	

PROV B

~~Du skall läsa igenom följande text och sätta in de utelämnade~~ orden.
Du har sex ord att välja mellan, nämligen some, any, something, anything, somebody och anybody.
Den här gången skall Du inte använda svarsblanketten utan skriva ut hela ordet.

Looking for a Job

It's summer. Bill is free from school, but he has a problem. He hasn't any money, and he needs some, because he wants to buy a tape-recorder. Why don't you take a look in a newspaper? says his mother. Perhaps you can find something there. All right, thought Bill, it's worth trying. So he read newspapers, but it was a long time before he found anything at all. When he found something at last, he didn't like it. "Young man wanted for work in office." Oh, that's terrible, he thought, this is worse than anything I ever expected. I must find something else. How can anybody expect an intelligent boy like me to do office work? But as I need the money and can't find anything else, I'm willing to try. He went to the office, saw a door where he could read MANAGER and knocked. He heard somebody shout "Come in!" and entered. A man was sitting behind a desk with some papers in front of him.

Manager: Is there anything I can do?
Bill: My name is Bright - Bill Bright. I read Something in a newspaper and I ....
Manager: Oh, I see. You want the job Mr Bright?
Bill Yes, I'd like to make Some money. How much do you pay?

VÄND!

Manager: Not so fast! Have you done any office work before?

Bill: Yes, I helped my uncle for some time. He sells ice-cream.

Manager: Then you don't work for him any longer? Why did you stop?

Bill: It made me sick.

Manager: The work?

Bill: No, the ice-cream. I didn't do anything but eat.

Manager: Well, we make meatballs here, "Mother's Meatballs."

Bill: That's no problem. I couldn't eat your meatballs. I don't know anybody who can. They're horrible.

Manager: Is that so? Well, did you find office work difficult?

Bill: Difficult? Oh no, any idiot can sit in an office.

Manager: I work in an office.

Bill: I'm sorry! I didn't mean you. I meant other idiots.

Manager: I'm sure you did. If we need any more idiots, I'll let you know. Good-bye Mr. Bright!

VÄND INTE BLAD FÖRRÄN DU BLIR TILLSAGD!

Svarsblankett till proc C

Sätt kryss i rätt ruta

1		X
2		X
3	X	
4		X
5	X	
6		X
7	X	
8		X
9		X
10	X	
11		X
12		X
13	X	
14		X
15		X
16		X
17	X	
18	X	
19		X
20		X
21	X	
22		X
23	X	
24	X	

25		X
26		X
27	X	
28	X	
29		X
30		X
31	X	
32		X
33	X	
34		X
35	X	
36	X	
37	X	
38		X
39		X
40	X	
41		X
42		X
43	X	
44		X
45	X	
46	X	
47		X
48		X

49	X	
50	X	
51		X
52		X
53	X	
54	X	
55	X	
56		X
57	X	
58	X	
59		X
60		X
61	X	
62		X
63		X
64	X	
65	X	
66		X
67		X
68	X	
69		X
70	X	

Appendix D

THE PUPIL ATTITUDE TEST

Lärarhögskolan i Göteborg
GUME-projektet
Ld - 11/68

Intresse för olika skolämnen.

Namn:____Klass:__________

Skola:____

Engelsklärare:__________________________________

Jag läser ___allmän kurs i engelska.
___särskild

==

Sätt ett kryss (x) för varje ämne inom parentesen under den pil som bäst visar hur du tycker om det ämnet! Tänk efter inte bara hur du tycker just idag utan hur du brukar tycka.

Hoppa inte över något ämne som du har!

	Nästan alltid roligt	Mera roligt än tråkigt	Mera tråkigt än roligt	Nästan alltid tråkigt
	↓	↓	↓	↓
Svenska	( )	( )	( )	( )
Matematik	( )	( )	( )	( )
Engelska	( )	( )	( )	( )
Kristendomskunskap	( )	( )	( )	( )
Samhällskunskap	( )	( )	( )	( )
Biologi	( )	( )	( )	( )
Fysik	( )	( )	( )	( )
Musik	( )	( )	( )	( )
Teckning	( )	( )	( )	( )
Slöjd	( )	( )	( )	( )
Hemkunskap	( )	( )	( )	( )
Gymnastik	( )	( )	( )	( )
Tyska	( )	( )	( )	( )
Franska	( )	( )	( )	( )
Maskinskrivning	( )	( )	( )	( )

Lärarhögskolan i Göteborg
GUME-projektet
Ld - 11/68

Elevenkät - attitydformulär.

Namn: ______________________________ Klass: __________

Skola: ______________________________ Jag läser allmän särskild kurs i eng.

Engelsklärare: ______________________________

Du har under de sista fyra veckorna varit med i det s.k. GUME-projektet, vilket har inneburit att du dels fått ett antal olika prov, dels fått följa sex lektioner med hjälp av hörlurar och s.k. magnetslinga. Vi vill nu höra litet om vad du tyckt om det här. Svara på alla frågorna; svara med kryss (x) eller korta meningar.

---

1 Jag har varit med på _____ av de sex lektionerna.

2 Det som var bra med GUME-lektionerna var att

____

____

____

3 Det som inte var bra med GUME-lektionerna var att

____

____

____

4 På de här timmarna lärde jag mig engelska

_____ mycket bättre än på vanliga timmar

_____ något bättre än på vanliga timmar

_____ ungefär som på vanliga timmar

_____ något sämre än på vanliga timmar

_____ mycket sämre än på vanliga timmar

5 De här timmarna var

_____ mycket roligare än vanliga timmar

_____ något roligare än vanliga timmar

_____ ungefär som vanliga timmar

_____ något tråkigare än vanliga timmar

_____ mycket tråkigare än vanliga timmar

GUME-projektet - Elevenkät - forts.

6 Det som var roligare var att ______________________________

____

7 Det som var tråkigare var att ______________________________

____

8 Tiden under de här timmarna verkade gå

_____ mycket fortare än under vanliga timmar

_____ något fortare än under vanliga timmar

_____ ungefär som under vanliga timmar

_____ något långsammare än under vanliga timmar

_____ mycket långsammare än under vanliga timmar

9 Efter de här timmarna kände jag mig

_____ mycket tröttare än efter vanliga timmar

_____ något tröttare än efter vanliga timmar

_____ ungefär som efter vanliga timmar

_____ något mindre trött än efter vanliga timmar

_____ mycket mindre trött än efter vanliga timmar

10 (Om du var trött:) Det som gjorde mig trött var:

____

____

11 Jag tyckte att lurarna fungerade

_____ mycket bra

_____ bra

_____ rätt dåligt

_____ mycket dåligt

12 Jag tycket att ljudet i allmänhet var

_____ mycket bra och lätt att höra

_____ bra

_____ rätt dåligt

_____ mycket dåligt och svårt att höra

13 (Denna fråga skall du bara besvara om du hade gröna eller röda blad i dina buntar på lektionerna och om du alltså fick se bilder ibland)

De förklaringar vi fick tyckte jag

____ gjorde det mycket lättare att förstå
____ gjorde det något lättare att förstå
____ inte gjorde någon skillnad
____ gjorde det något svårare att förstå
____ gjorde det mycket svårare att förstå

14 De muntliga övningarna, då vi skulle prata själva, tyckte jag var

____ mycket bra
____ bra
____ rätt dåliga
____ mycket dåliga

därför att ________________________________

15 De skriftliga övningarna tyckte jag var

____ mycket bra
____ bra
____ rätt dåliga
____ mycket dåliga

därför att ________________________________

16 Lästexterna tyckte jag var

____ mycket bra
____ bra
____ rätt dåliga
____ mycket dåliga

därför att ________________________________

17 Ytterligare kommentarer som jag skulle vilja framföra:

____
____
____
____

Appendix E

THE TEACHER ATTITUDE TEST

Lärarhögskolan i Göteborg
GUME-projektet
Ld - 11/68

Lärarenkät I - allmän metodik.

Detta formulär kan ifyllas anonymt om Du så önskar och insändas separat. Skriv svaren på maskin om Du vill. Vi kommer givetvis inte att försöka spåra någon men tycker det vore intressant att kartlägga lärarinställninge till de angivna frågorna. Vi hoppas på hundraprocentig svarsfrekvens.

Namn (ej obligatoriskt): ____________________

1 man / kvinna 2 Ålder: 20-30 30-40 40-50 50-

3 Utbildning: ___ folkskollärare

___ vidareutbildning i engelska

___ fil.mag.

___ antal betyg i engelska

___ annan utbilning (Vad?____________________)

4 Erfarenhet: ___ mellanstadiet i engelska (_____ antal år)

___ högstadiet (_____ år)

___ gymnasium (+fackskola) (_____ år)

___ annat (Vad?__________,_____ år)

(Tre år med tjänst p
både högst. och gym
markeras som 3+3 år

5 Ämnen:

	ty	fr	nord. spr, sv	ry	annat
betyg i	___	___	___	___	___
erfarenhet av underv.	___	___	___	___	___

6 Praktisk lärarutbildning år ______ (folkskollärarex, provår, lärarhögsk)

==

7 Min/a klass/er har nu metoden: (=i projektet)

Im	Ee	Es
ren strukturövning	förkl. på eng	förkl. på sv

8 Vi har deltagit i projekt ___ I: do-konstr.

___ II: some-any

___ III: passiv

9 Jag tror - utan att i detalj känna till de övriga metoderna - att

ni kommer att lyckas bäst med	Im	Ee	Es
bland svaga			
bland medel			
bland duktiga			

elever

10 Jag brukar nog själv i åk 7 följa vad som närmast torde motsvara

Im Ee Es annat (Vad? ____________________)

11 Jag tycker att eleverna på högstadiet (åk 7-8) bör ha en grammatiklärobok. ja / nej

12 Jag tycker att man bör ge grammatiska förklaringar:

varje lektion rätt ofta och regelbundet någon gång ibland

aldrig

13 Om grammatisk förklaring skall ges, så bör den ges:

____ a) på svenska - på engelska

____ b) av läraren, snabbt och koncist

____ c) av någon elev och sedan rundas av av läraren

14 Jag anser att undervisningen bör föras till ca ____% på engelska.

15 Ovanstående siffra bör vara samma för allmän och särskild kurs: ____

vara större i särskild kurs än i allmän: ____

vara större i allmän kurs än i särskild: ____

16 Kursplanernas anvisningar beträffande dessa saker är i stort sett:

____ tämligen orealistiska i allm /särsk

____ tämligen ogenomförbara i allm /särsk

____ svåra att följa i allm /särsk

____ i stort sett bra och riktiga i allm /särsk

____ utmärkta och realistiska i allm /särsk

Lärarhögskolan i Göteborg
GUME-projektet
Ld - 11/68

Lärarenkät II - synpunkter på projektet.

Vi ber Dig fylla i detta formulär så omsorgsfullt och noga som möjligt. Använd gärna baksidan eller extrablad för att ge fylliga kommentarer.

Namn: ______________________________ Skola: ________________

Jag har en _______ kurs som undervisades efter Im/Ee/Es -metoden.

1 Min inställning till projektidéerna innan vi började var:

2 Min inställning har ändrats i följande avseenden:

3 Jag anser fortfarande:

4 Bra med den metodik som min klass undervisades efter var (om Du hade två klasser med så dela upp synpunkterna) :

5 Mindre bra eller dåligt var: (jfr frågorna nedan innan Du svarar)

6 (För dem som hade E-grupp) Om de grammatiska förklaringarna anser jag:

7 Om de muntliga övningarna anser jag:

8 Om de skriftliga övningarna anser jag:

9 Om läsövningarna anser jag:

10 Om tempot - pauslängder och talhastighet - anser jag:

11 Om den tekniska kvaliteten på band, hörlurar, bandspelare etc anser jag:

12 Om besökande assistenten (ev. -erna) anser jag:

13 Elevernas reaktion jämfört med vanlig undervisning synes vara beträffande

a) intresse: ____________________

b) disciplin: ____________________

c) inlärningseffekter: ____________________

14 Om för- och efterprovet anser jag:

15 Kommentarer - positiva och negativa - till de enskilda lektionerna (gärna lektionsvis för alla sex, ev. även inskolningslektionen):

16 Med tanke på inlärningseffekter och annat anser jag sammanfattningsvis att de här fyra veckorna varit:

_____ i det närmaste helt bortkastade

_____ tämligen värdelösa

_____ ung. som vanligt

_____ bra

_____ mycket bra

17 Den metod som mina elever fått pröva anser jag vara:

_____ dödfödd

_____ användbar i framtiden med följande ändringar: ____________________

18 Ytterligare kommentarer:

Appendix F

PUPILS´ INTEREST IN COMPULSORY SCHOOL SUBJECTS

Table E:1

Pupil Interest in Different School Subjects

Class	sk												ak						
Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Σ
Swedish	3.2	3.7	3.7	2.9	3.6	2.8	3.2	3.4	3.4	2.0	3.4	3.3	2.9	2.6	2.8	2.8	2.7	2.4	54.8
Mathematics	2.8	3.2	3.3	3.2	3.5	3.2	2.7	3.1	3.2	3.1	2.8	3.2	3.1	3.0	2.4	3.3	2.8	2.9	54.8
English	2.9	2.6	3.3	3.4	3.8	3.3	3.2	2.9	3.8	3.5	3.0	3.0	3.2	2.3	1.9	3.4	3.0	2.7	55.2
Religion	2.6	2.1	3.1	2.6	2.7	2.4	2.6	2.7	3.2	1.5	2.5	2.4	1.8	1.9	2.4	2.5	2.5	1.8	43.3
Civics	3.2	2.6	3.0	2.0	2.7	2.8	2.4	3.0	3.3	2.2	1.5	2.7	2.8	2.6	2.5	2.8	2.3	2.9	47.3
Biology	2.5	2.3	3.0	2.7	3.8	3.1	3.3	3.1	2.0	3.0	2.2	3.1	3.7	2.3	3.2	2.2	3.1	2.3	50.9
Physics	2.4	2.4	2.3	1.9	3.0	2.8	2.4	2.1	3.0	2.3	2.6	2.8	2.5	3.2	2.6	2.7	2.3	2.2	45.5
Drawing	3.6	2.7	3.2	3.5	3.5	3.4	3.6	3.5	3.3	3.3	3.1	3.6	3.5	3.3	3.0	3.0	3.3	3.2	59.6
Domestic Science	3.9	3.4	3.7	3.7	3.2	3.8	3.6	3.8	3.6	3.8	3.8	3.8	3.3	3.4	3.1	3.7	3.8	3.4	65.0
Gymnastics	3.5	3.6	3.7	3.6	3.8	3.6	3.7	3.5	3.4	3.7	3.1	3.6	3.6	3.4	3.1	3.4	3.7	3.4	63.4
	30.6	28.6	32.3	29.5	33.6	31.2	30.7	31.1	32.2	28.4	28.0	31.5	30.4	28.0	27.2	29.8	29.5	27.2	
Rank	8	13	2	11.5	1	5	7	6	3	16	14.5	4	9	14.5	17.5	10	11.5	17.5	

NB: The pupils had four alternatives to choose from: Almost always interesting (=4), More interesting than dull (=3), More dull than interesting (=2), Almost always dull (=1). The theoretical mean is thus 2.5.

Table E:1 shows the distribution of pupil interest in compulsory subjects in form 7. If the subjects are ranked according to popularity they appear in the following order (the figures in brackets are the means for each subject):

Table E:2

1.	Domestic Science	(3.61)
2.	Gymnastics	(3.52)
3.	Drawing	(3.31)
4.	English	(3.07)
5.	Mathematics	(3.04)
6.	Swedish	(3.04)
7.	Biology	(2.83)
8.	Civics	(2.63)
9.	Physics	(2.53)
10.	Religion	(2.41)

With minor variations the list corresponds well with the results from project 1 (see Lindblad, Appendix E).

Domestic Science, Gymnastics and Drawing from a group by themselves, followed by English, Mathematics and Swedish.

If the classes are ranked according to their interest in various subjects, the tendency is for the ak classes to appear at the bottom of the list. This trend, however, is not quite so consistent as in project 1.

Appendix G

DETAILED PLAN OF THE LESSON MATERIALS

LESSON 1

Im		Ee		Es	
A_1	4.00	A_1	4.00	A_1	4.00
	--	Expl.	3.30	Expl.	3.00
A_2	2.00	A_2	2.00	A_2	2.00
	--	Expl.	3.30	Expl.	3.10
B	2.30	B	2.00	B	2.00
	--	Expl.	3.40	Expl.	4.00
C	5.00	C	--	C	--
D	--	D	--	D	--
E	2.00	E	2.00	E	2.00
F (writing)	3.00	F	--	F	--
Text	4.00	Text	4.00	Text	4.00
G	2.30	G	--	G	--
H (writing)	3.00	H	3.00	H	3.00
	28.00 min.		27.40 min.		27.10 min.

LESSON 2

Im		Ee		Es	
A	6.30	A	6.30	A	6.30
	--	Expl.	3.15	Expl.	3.00
B	--	B	--	B	--
C	2.30	C	--	C	--
Text	6.15	Text	6.15	Text	6.15
	--	Expl.	3.00	Expl.	3.00
D (writing)	3.00	D	--	D	--
Text	4.00	Text	4.00	Text	4.00
	--	Expl.	2.30	Expl.	2.00
E	--	E	--	E	--
F (writing)	2.15	F	--	F	--
G	1.45	G	--	G	--
H (writing)	2.00	H	2.00	H	2.00
	27.15 min.		27.30 min.		26.45 min.

LESSON 3

Im		Ee		Es	
A	4.00	A	4.00	A	4.00
B	2.15	B	--	B	--
C	3.15	C	3.15	C	3.15
D_1	1.30	D_1	1.30	D_1	1.30
D_2	2.00	D_2	--	D_2	--
	--	Expl.	5.00	Expl.	4.45
Song	2.00	Song	2.00	Song	2.00
E	2.45	E	2.45	E	2.45
F	2.30	F	--	F	--
	--	Expl.	3.20	Expl.	3.06
G	--	G	--	G	--
H	3.30	H	3.30	H	3.30
Text	2.30	Text	2.30	Text	2.30
I (writing)	2.00	I	--	I	--
	--	Expl.	1.40	Expl.	1.09
	28.15 min.		29.30 min.		28.25 min.

LESSON 4

Im		Ee		Es	
A	4.00	A	4.00	A	4.00
Text	2.00	Text	2.00	Text	2.00
	--	Expl.	3.05	Expl.	2.50
B (writing)	2.40	B	--	B	--
Song	2.00	Song	2.00	Song	2.00
C	3.45	C	3.45	C	3.45
	--	Expl.	2.45	Expl	2.30
D	3.30	D	--	D	--
E	3.15	E	1.10	E	1.10
	--	Expl.	2.30	Expl.	2.36
Text	2.10	Text	2.10	Text	2.10
F	6.15	F	6.15	F	6.15
	29.35 min.		29.40 min.		29.16 min.

LESSON 5

Im		Ee		Es	
A	4.30	A	4.30	A	4.30
Text	2.30	Text	2.30	Text	2.30
B	2.30	B	--	B	--
C	2.15	C	2.15	C	2.15
Song	2.00	Song	2.00	Song	2.00
	--	Expl.	4.00	Expl.	3.45
D	2.00	D	2.00	D	2.00
E	3.20	E	1.10	E	1.10
	--	Expl.	4.00	Expl.	4.50
F	2.35	F	2.35	F	2.35
Text	2.15		--		--
Writing	2.50		--		--
Writing	4.00	Writing	4.00	Writing	4.00
	30.45 min.		29.00 min.		29.35 min.

LESSON 6

Im		Ee		Es	
Text	3.40	Text	3.40	Text	3.40
A (writing)	2.30	A	2.30	A	2.30
B	3.20	B	--	B	--
	--	Expl.	3.16	Expl.	3.50
C	2.00	C	2.00	C	2.00
Text	3.05	Text	3.05	Text	3.05
D (writing)	--	D	--	D	--
	--	Expl.	3.35	Expl.	3.30
Song	2.15	Song	2.15	Song	2.15
E	1.40	E	--	E	--
F	1.35	F	--	F	--
G	1.50	G	--	G	--
H	2.50	H	2.15	H	2.15
I	2.00	I	2.00	I	2.00
	--	Expl.	4.00	Expl.	3.15
K (writing)	4.10	K	4.10	K	4.10
	30.55 min.		32.46 min.		32.30 min.

Appendix H

PUPILS´ LESSON MATERIALS

NOTE: For convenience this appendix has been bound as a separate booklet.

The edition is unfortunately limited.

END